

Program of Studies
2022-2023



Preparing tomorrow's leaders together.

Emerald High School
Greenwood High School
G. Frank Russell Technology Center

**The mission of Greenwood School District 50 is to educate,
empower, and enable all students to achieve personal
excellence in a global society.**

Statements of Belief

- Children are our greatest resource.
- Children learn best when basic human needs are satisfied.
- Education is the shared responsibility of students, families, schools, and the entire community working together.
- Parents and caring adults are essential in ensuring that our children achieve educational success.
- Everyone is entitled to respect, encouragement, a safe and nurturing environment, and appropriate education facilities.
- All students deserve a quality educational experience where differences are recognized, respected, and addressed.
- All students learn best with quality instruction, appropriate support services, and high expectations.
- Dedicated, highly qualified, and highly effective teachers are essential for educational success.
- All employees of our district are valuable assets in educating all children.
- Learning is a lifelong process that improves quality of life.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving

Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Coalition for Math & Science, SC Commission on Higher Education, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, Transform SC Schools and Districts

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**2022-2023 PROGRAM OF
STUDIES SECONDARY SCHOOLS**

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Greenwood School District 50 is committed to the principle of equal opportunity. It is the policy of the district not to discriminate on the basis of race, sex, color, national origin, immigrant status, English-speaking status, religion, age, marital status, or disability with regard to its students, employees, or applicants for admission or employment. Please contact the Office of Human Resources or the Office of Administration at 864-941-5400 if you have any questions.

2022-2023 Program of Studies

The *Program of Studies* has been designed to provide each student with information to choose classes appropriately. Parents and students must review the curriculum guide carefully to ensure understanding of courses, their prerequisites, and their focus. The Individual Graduation Plan enables each student to plan a four-year course of study that will help him or her achieve post-high school goals. Students should plan each year's schedule with four years in mind. It is our belief that the curriculum should not determine career possibilities; career choices should determine the curriculum the student chooses. If a particular course cannot be scheduled one year, it generally will be available the next. Parents and students should note that requested electives may not always be available. However, all classes required for graduation will be offered each year. Parents are encouraged to meet with their student and his or her school counselor to assist with this planning. Greenwood School District 50 strongly recommends students take an on-line or virtual class prior to graduation.

High School Graduation Requirements

Laws enacted by the South Carolina General Assembly in 1997 affect all students in high schools across the state. To qualify for a state high school diploma, a student must earn a total of twenty-four units of credit in state-approved courses distributed as follows:

English/Language Arts	4 units
Mathematics	4 units
Biology	1 unit
Other Sciences	2 units
U.S. History and Constitution	1 unit
Economics	½ unit
American Government	½ unit
Other Social Studies	1 unit
Physical Education or JROTC	1 unit
Computer Science	1 unit
Foreign Language or CATE	1 unit
Electives	7 units
Total	24 units

1. Students must demonstrate proficiency in computer literacy before graduation.
2. For students in a college preparatory program, one unit must be earned in a foreign language; most four-year colleges and universities require at least two to three units in the same language. The Commission of Higher Education has also added a fine arts requirement for all freshmen entering a four-year college in South Carolina.
3. Students planning to attend a two-year institution pursue additional training, or who plan to enter the work force upon graduation must earn at least one unit in an occupational area. Generally, this unit will be a fourth unit in the same occupational area in which the student has earned at least three units in a program area or career cluster.
4. CPR: At least one time during the entire four years of grades nine through twelve, each student shall receive instruction in cardiopulmonary resuscitation (**CPR**), which must include, but not be limited to, hands-only **CPR** and must include awareness in the use of an automated external defibrillator (**AED**).
5. Civics Test: Students are required to take the civics test that is published annually by the United States Citizenship and Immigration Services, as a component of their high school curriculum. Students must take the test when taking their U.S. Government course.

Admission Requirements for Postsecondary Institutions

Minimum diploma requirements do not prepare a student for admission to college. The responsibility for meeting course and graduation requirements rests with each individual student. All public and private colleges, universities, and technical colleges adhere to admission standards. Students should refer to college catalogs for specific admission procedures and course requirements or seek the assistance of a school counselor in determining these requirements. Out-of-state requirements may differ from South Carolina requirements. Students who desire to compete in collegiate athletics should make sure that the core courses they select are acceptable by the NCAA Eligibility Center. Students should always take the highest-level course they are capable of completing successfully.

Registration Process

1. Students will take eight classes on the block schedule yearly; these are divided so that students have four classes each semester. Qualifying juniors and seniors may take equivalent pre-approved courses at Lander, Piedmont Technical College, or other local colleges for dual enrollment credit.
2. All students must earn one unit of Physical Education or JROTC.
3. Earning a unit in Biology is required for all students. A state mandated End-of-Course Exam must be taken at the end of the course.
4. Since all English courses are sequential, students may not take two required English courses in the same academic year. If a student fails an English course, the student will be expected to attend a Credit Recovery program or retake the course the following semester. Students who plan to graduate early must request permission to schedule two English classes in the final year.
5. Most courses require a prerequisite or previous course that should be taken and passed before students can enroll in a new course. Students who have not completed the prerequisite will not be allowed in the new course unless proof of mastery of equivalent standards can be established and approved by the principal. The prerequisites are described throughout the Program of Studies to assist students, parents, teachers, and school counselors in the selection of students' courses for the next academic year.
6. Attendance counts from the first day of the course, not from the first day of enrollment. If a student enrolls after the beginning of a course, he/she will be counted absent for the days missed. Students transferring from another school or from another level of the same course receive credit for previously acquired course work whenever comparable.
7. Students who register for courses and become ineligible for them due to failures are responsible for checking their schedules when school starts to make sure that the appropriate changes have been made. Students should see their school counselor if there are any problems.
8. Students are encouraged to register for the level of instruction recommended by the teachers in core academic classes such as English, Math, Science, and Social Studies. If a student chooses to make selections that are different from teachers' recommendations in core courses, a parent will be required to sign a waiver and indicate the preferred level and course.
9. Students are reminded that once school begins, a change in level may be impossible due to a lack of space in the course 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.

10. Students who fail to complete the registration procedure are assigned to classes chosen by the administration.
11. It is impossible to allow students and parents to pick teachers and time schedules; requests of this nature cannot be honored.
12. The courses students select will be the basis for the employment of teachers and the development of the master schedule for the upcoming school year. Accordingly, when students and parents sign the course selection sheet they are considered to have contracted to participate in all requested courses or chosen alternatives.
13. Students must be sure to list alternatives for all elective courses. Otherwise, if electives chosen are not available, courses will be scheduled at the discretion of the counselor or principal.
14. When a course is requested by fewer than fifteen students, this course may not be kept in the master schedule of a school. In these cases, the course request is reviewed by the secondary principals and the Department of Instruction to determine whether the course will be offered. Factors to be considered include, but are not limited to, the availability of the course with other educational institutions, availability of teaching personnel, department loads, graduation status of students, and availability to take the course if offered at a later time. When possible, course requests from all schools are combined and the course is offered on one campus. Students are expected to travel between campuses when this occurs.

Schedule Changes

Schedule changes will be limited to the following considerations and based upon availability of space:

- *To balance academic load
- *To sequence courses due to special circumstances
- *To reschedule a failed course or one that meets the eligibility requirements to be retaken
- *To correct a schedule error

Scheduling changes should occur within the first three days of school. (See withdrawing from a course for details.)

Retaking a Course

According to the S.C. Uniform Grading Policy and Greenwood District 50 guidelines, students are allowed to retake the same course at the same difficulty level under the following conditions:

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

Content Recovery

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

Eligibility:

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 generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation.

Students will be required to complete an application to request placement in a content recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment. (See Content Recovery Application IKADD-F)

Grading:

Content recovery assignments must be completed no later than five school days after participation. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course.

Cost:Content recovery courses are typically provided to students without charge. However, a student's parent/legal guardian will be responsible for any and all costs associated with a district-approved request to utilize an alternative method of instruction in lieu of the no-cost option the district offers.

Credit Recovery

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.

Eligibility:

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 of 51 to 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.

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 obtained prior to enrollment. (See Credit Recovery Application IKADD-E)

Instruction and curriculum:

The method of instruction for credit recovery courses may vary based upon the district's available resources, and includes, but is not limited to, use of an online or computer-based program, VirtualSC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district. The standards and concepts to be addressed in credit recovery courses will be determined by the teacher who assigned the student the failing grade in the initial credit course, through a diagnostic tool utilized by the credit recovery course facilitator or software program, or through another diagnostic assessment offered by the district.

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.

Grading:

Students are not permitted to remain in a credit recovery course for more than one semester.

Credit recovery courses taken during the final semester of the school year must be completed no later than two (2) weeks following the last day of the academic year. Graduating seniors must complete credit recovery courses no later than the day prior to graduation. Additionally, rising seniors enrolled in credit recovery courses during a summer session must complete those courses no later than August 15 to count for the current academic year. Other students enrolled in credit recovery courses during a summer session may extend past August 15, but the course credit will

be recorded in the next academic year.

When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. If the student passes the credit recovery course with a 60 or higher, the passing grade will be entered as "P." If the student does not pass, the failing grade will be entered as "NP." Neither the "P" nor the "NP" grade designation will impact the student's GPA.

Cost:

Credit recovery courses are typically provided to students without charge. However, a student's parent/legal guardian will be responsible for any and all costs associated with a district-approved request to utilize an alternative method of instruction in lieu of the no-cost option the district offers.

Legal References:

S.C. Department of Education:

1. *South Carolina Uniform Grading Policy* May, 2019

Flexible Learning Courses

Students who qualify to take virtual courses through the South Carolina Department of Education, alternative courses at Genesis Academy, or who wish to pursue Carnegie unit courses through other agencies must receive prior approval to do so. Students who fail to receive **prior approval** will not be able to participate in these alternative classes or will not be able to receive the credits.

Attendance

Attendance is critical to success in high school. By state law, **a student may not have more than five** unlawful or lawful absences in a 90-day class or three unlawful or lawful absences in a 45-day class in order to be considered for credit. Students are required to continue attending classes even if credit has been denied. Students who lose credit in a course due to excessive absences will receive a grade of FA, Failure due to Attendance, with a value of 50 on the Uniform Grading Scale.

Withdrawing From a Course

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, or 5 days in a 90-day course, will do so without a penalty.

Students who withdraw from a course after the time specified above will be assigned a grade of **"WF"** which will be calculated in the student's overall grade point average as a 50.

Students who drop out of school or are expelled after the allowed period for withdrawal will be assigned grades in accordance with the following policies. The student will receive a WP if he/she was passing the course. The grade WP will carry no quality points to be factored into the student's GPA. The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

The day limitations for withdrawing without penalty do not apply to course or course level changes initiated by the administration of the school. When a student is permitted to change from one course level to another, the numerical grade earned in the first course transfers to the other course and is computed in the grade average, regardless of whether the first course is weighted.

Exams

Students in grades 9 through 12 are given cumulative exams during the final two days of the semester. Courses requiring state-mandated End-of-Course Exams are given in the final days of the semester. All exams count 20% of the final grade in the class. Only seniors are allowed to exempt exams if the student has an "A" average, the course does not require a state-mandated exam, and the teacher allows the exemption option.

End-of-Course Exams

End-of-Course exams in designated courses are mandated by the S.C. Education Accountability Act. These exams are given to every student at the completion of Algebra 1, English 2, Biology 1, and U.S. History. These exams are given to every student at the completion of Algebra 1/ Intermediate Algebra, English 2, Biology 1, and U.S. History/AP U.S. History. These exams count 20% of the final grade in these classes.

Grade Placement

Promotion to the ninth grade will be determined by Greenwood School District 50 Board Policy. Students in grades 9 through 12 are promoted or retained in grade classifications based upon the minimum number of credits earned and the courses in which the credits are earned as outlined below.

To be classified as a 9 th Grader	Promotion from 8 th Grade
To be classified as a 10 th Grader	5 units, including one in English, one in Math, and completion of one year of High School
To be classified as an 11 th Grader	9 units, including English 1&2 and completion of two years of High School
To be classified as a 12 th Grader	16 units, including English 1&2, and completion of 3 years of High School

Students may be offered the opportunity to recover credits lost due to attendance issues or specific academic concerns. The high school principal must approve this and determine the course standards which must be repeated and the contact hours necessary to recover lost credit.



DIPLOMA PATHWAYS SEALS OF DISTINCTION OVERVIEW

Students shall meet all requirements for earning a South Carolina high school diploma to be eligible to earn any Seal of Distinction.

One or more Seals may be earned, but are not required for graduation.

Consult District or School Curriculum Guides for more information regarding curriculum choices and requirements.

Honors Seal of Distinction	College-Ready Seal of Distinction	Career Seal of Distinction	Specialization Seal of Distinction
UGP GPA 3.5 or higher	UGP GPA 3.0 or higher or ACT 20 or higher or SAT 1020 or higher Tests may be superscored	UGP GPA 2.5 or higher	UGP GPA 3.0 or higher
<p>English - 4 credits 2 at honors or higher level</p> <p>Math - Algebra 1, Algebra 2, Geometry, and a 4th higher level math requiring Algebra 2 as a prerequisite 3 at honors or higher level</p> <p>Lab Science - 3 credits 2 at honors or higher level</p> <p>Social Studies - 3 credits 2 at the honors or higher level</p> <p>World Languages - 2 credits of the same language for students entering 9th grade in 2018–2019 3 credits of the same language for students entering 9th grade in 2019–2020 and beyond</p> <p>Advanced Coursework - 4 additional credits of honors or higher completed during the Junior/Senior years (the last 2 years prior to graduation)</p>	<p>English - 4 credits</p> <p>Math - Algebra 1 (or the equivalent of Algebra 1), Algebra 2, Geometry, and a 4th Higher Level Math</p> <p>Lab Science - 3 credits</p> <p>Social Studies - 3 credits</p> <p>World Language - 2 credits In the same language</p> <p>Fine Arts - 1 credit</p>	<p>English - 4 credits</p> <p>Math - 4 credits</p> <p>Science - 3 credits</p> <p>Social Studies - 3 credits</p> <p>and one of the following:</p> <p>Education and Economic Development Act (EEDA) major OR Career and Technical Education (CTE) Completer</p> <p>and one of the following:</p> <p>One industry recognized credential OR Silver or higher on WIN OR Completion of Career Ready Work-Based Learning (WBL) placement</p>	<p>(complete one area to qualify)</p> <p>STEM - 4 credits beyond required courses in math, science, technology, and engineering; at least 2 at honors level or higher; may be in 1 area of STEM or across 4 areas</p> <p>World Language - 4 credits in the same language OR minimum ACTFL Exam score of "Intermediate Low" (or an equated score on STAMP or ASL assessment) OR AP exam score of 3 or higher OR IB exam score of 4 or higher before the senior year; <u>English Learners</u> – all criteria above and Level 5 composite ACCESS test score</p> <p>Military - 4 credits in JROTC and an ASVAB score of 31 or higher</p> <p>Arts - 4 credits in single or multiple areas of the Arts; 2 or more at honors or higher level and *mastery on external exam or performance task. *waived for Class of 2022</p>

Updated August 20, 2021

Seal of Biliteracy

The South Carolina Seal of Biliteracy advances the state's commitment to preparing every learner for college- and career-readiness in an increasingly international community by recognizing learners who attain levels of proficiency in English and at least one other world language required in the global workforce. All South Carolina students are eligible to attain South Carolina's Seal of Biliteracy based on evidence of achieving the required level of language proficiency in English plus one or more other languages during their high school years. Greenwood School District 50 will make the South Carolina Seal of Biliteracy available to qualifying students by submitting names of student applicants (high school juniors and seniors) and reporting applicant qualifications, including proficiency test scores, to the South Carolina Department of Education. Earning this award gives South Carolina students an opportunity to provide evidence displaying their language proficiency to universities and employers. The Seal is an award that serves South Carolina students who come from many backgrounds - English language learners, as well as learners of additional language(s) other than English.

Gifted and Talented Program

Academically gifted and talented students are those who are identified as possessing demonstrated or potential abilities for high performance in academic or artistic areas and, therefore, require services or programs not ordinarily provided by the regular school program. The district has adopted the state's identification procedures for academic and intellectual ability and the visual performing arts. Placement for academic and intellectual ability is based on IQ, achievement scores, and grade point average. Placement for the visual and performing arts is based on artistic ability or potential, interview, and audition. For additional information, students and parents should contact the assigned school counselor.

Special Education Referral and Placement Procedure

Upon recommendation and/or request from parents, teachers, staff, or students themselves, a team of school personnel will take a structured look at the student and the learning conditions in the student's environment. This team will review the student's strengths, needs, academic history, and other sources of data and information to make recommendations for interventions to be tried both inside and outside of the classroom environment. If these interventions are not successful and the team suspects a disability, the student may be referred for a psychoeducational evaluation. Prior to evaluation, written parental consent must be obtained.

Following the psychoeducational evaluation, parents, teachers, administrators, school counselors, relevant staff members, and the student will meet to discuss the results and recommendations. If the student is determined eligible for special education services, an Individualized Education Program (IEP) will be written. Services are provided for the following areas of disability: Autism, Other Health Impairment, Deaf and Hard of Hearing, Specific Learning Disability, Deaf-Blindness, Speech-Language Impairment, Emotional Disabilities, Traumatic Brain Injury, Intellectual Disabilities, Visual Impairment, Orthopedic Impairment, and Multiple Disabilities. Once the parent gives written consent for special education services, implementation of the IEP will begin.

The purpose of the IEP is to ensure that students with disabilities receive a free and appropriate public education based on their individual needs in the least restrictive environment as outlined in the Individuals with Disabilities Education Act (IDEA). A continuum of service models and course of study options are carefully considered and determined by the student's IEP Team. For students with minimal needs, a consultative model is available. The co-teaching model is another option for students to receive instruction in the general education classroom with the general and special education teachers providing instruction together. Supplemental instruction in the special education classroom is also available to provide specialized instruction directly related to the student's area(s) of need.

Students may receive supplanted instruction provided by a special education teacher in one or more core academic areas inside the special education classroom. District level classrooms are available for students with moderate to severe disabilities who need more intensive supports and specially designed instruction. The IEP Team also determines the student's course of study and assists in the selection of special education and general education classes that support the student's postsecondary goals.

Participation in Graduation

Participation in the graduation ceremony is a privilege that must be earned and may be denied at the discretion of the administration of each high school. Only those students who pass all the units required for a diploma are eligible to participate in the graduation ceremony. In order for students to participate in graduation, **all course work must be completed prior to the date of graduation**. Special education students who have met the requirements for earning an attendance certificate, district high school certificate, or South Carolina High School Credential are able to articulate in the graduation ceremony and earn their designated certificate or credential.

Early Graduation

Greenwood School District 50 does allow students who meet all graduation criteria to request to graduate prior to spring of their fourth year in high school. This can occur in June of year three or mid-year in year four/five. Approved students who have requested to receive their diploma at mid-year will receive their diploma in a January ceremony. All requests for early graduation must be made through the school counselor and are then sent to the superintendent for approval. **Requests must be made no later than the fifth day of the semester in which graduation is requested.**

January graduates will not be eligible to participate in spring academic, athletic, or extracurricular activities. Also, South Carolina Higher Education mandates for scholarship eligibility means your student can only use SC UGP GPA and cannot use class rank to meet the criteria for the SC HOPE, LIFE and PALMETTO Scholarships.

Class Rank Guidelines

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 SC State Board of Education in December 1999, and revised effective for the 2007-2008 school year and again in August 2016 and again in May, 2019, 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, and International Baccalaureate levels, and /or dual enrollment in college courses may be awarded additional weighting values to be used in computing grade point averages and class rank. The grade point average (GPA) will be determined by the formula below. Students will be officially ranked from highest to lowest based on their GPA at designated times at the end of each year or semester. Computations will not be rounded to a higher number.

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

Once a GPA has been computed for all students, all grade point ratios 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 GPA's for more than one student, the same class rank is given and the following value in sequence will be omitted. Official rankings will take place at district-designated times at the end of the year or semester.

When transcripts are received from out-of-state (or in state from other than public schools) and letter grades are recorded, the following conversion scale will be used to transfer the grades into the student's record.

$$A=95, B=85, C=75, D=65, F=50$$

Grades lower than 60 received from another school, but which are indicated as a passing grade from the sending institution, will be converted to a 65 in the new numerical scale. A grade of "P" (passing) received from another school would be converted to a numerical grade based on information secured from the sending institution as to the appropriate numerical value of the "P." If no numerical average can be obtained from the sending institution, the student's cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the "P." Class rank is one consideration in the college admissions process. It is also used as a criterion for some scholarships. Any questions or concerns about class rank should be discussed with a school counselor. **Students are reminded that one's position in the class rank system is relative to the weighted rank of all other students in a particular grade.** Therefore, as the numbers and performance of other students in that grade change, a student's rank may vary as well.

Uniform Grading Policy - 10 POINT GRADING SCALE

All students taking courses for high school credit will be graded with the 10-Point Grading Scale

South Carolina Uniform Grading Scale Conversions

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

Grade Equivalent

A	100-90	Excellent
B	89-80	Above Average
C	79-70	Average
D	69-60	Lowest Passing Mark
F	59 and below	Failure
FA	50	Failure Due to Attendance

Honors Courses

Honors level courses are intended for students exhibiting superior abilities in the course content area. The honors curriculum will place emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level. Honors level classes should lead the student towards Advanced Placement classes during the junior and senior years. All new courses that are assigned honors weighting must meet the criteria in the *SC Honors Framework* beginning in 2017-18.

Advanced Placement Courses

Advanced Placement courses offer college-level instruction in high school, preparing the student for the rigors of college. Students should expect intensified study with great demands being placed on their time and energy.

- AP course offerings based on sufficient student course requests
- Students may be expected to travel between high schools
- Must meet established course pre-requisites
- Required to take the AP exam if enrolled in the course to receive AP credit
- Students must pay for the exam if they drop the course

Each college establishes its own criteria for Advanced Placement scores. It is the responsibility of each student to check with the individual college or university.

Dual Enrollment Statement of Understanding & Guidelines

Dual enrollment allows high school students to take college classes while they are still enrolled in high school. These classes count for both high school and college credit. Please note that enrollment in these classes should be taken seriously. These classes can positively or negatively impact a student's high school and college GPA as well as their financial aid. Students taking these classes are subject to their high schools and college's rules and regulations. This includes attendance, drop/add and grading scale. Failure to meet these rules and regulations can have a significant impact on students' future plans for college.



Dual Enrollment Contract

Your course requests for the 2022-2023 school year include dual enrollment courses **that** are offered as college credit. You will be earning high school credits as well as college credit hours. **It is your responsibility to complete the required paperwork and take it to the Dual Enrollment Office.** In addition, you may be responsible for purchasing the textbook(s) required for each course.

It is the student's responsibility to:

- 1) Apply online, complete the Registration Form, and provide a copy of requested documents to the Dual Enrollment Office. Students must also provide a qualifying SAT or ACT test score or register to take the placement test, if required.
- 2) If **you** fail to turn in the proper paperwork/documentation **to** the college/university by _____, your school counselor will assign you to a replacement class at the high school.
- 3) **If you decide to withdraw or drop a college course after the first THREE class meetings, then you will automatically receive a WF which is a grade of 50 on your high school transcript.** It will be too late to enroll in a high school course at that time.
- 4) Due to the new Greenwood District 50 calendar, high school classes will begin on July 21st and dual enrollment classes start a month later.
- 5) There will be days that college classes will meet, but the high school will be on break, Students **are** expected to attend college classes when they are in session.
- 6) All grade information will be reported in Power School at the end of each course,
- 7) Taking college level courses is a huge responsibility. Your college GPA begins with these courses. You should strive to do your very best to earn a minimum of an A or B in a course to maintain eligibility for future financial aid and scholarships.
- 8) English 101/102 must **be** completed **for** the English 4 credit.
- 9) This contract must be signed and returned by _____.

I have read and understand my responsibilities in choosing **to** take dual enrollment classes.

Student Signature: _____

Parent Signature: _____ Date: _____

JUMPSTART YOUR COLLEGE CAREER

Whether you're taking classes at your high school or on a Piedmont Technical College campus, you could earn both high school and college credit in PTC's Dual Enrollment classes. Unlike other advanced credit programs in which your college credits depend on how well you take a test, Dual Enrollment students can be sure they will earn actual college credit that will follow them to their destination college or university.*

Now Tuition-Free

Dual Enrollment at PTC is designed to be affordable to all students. South Carolina residents taking 6-12 credit hours (generally two-four classes) per semester through Piedmont Technical College's Dual Enrollment program, can attend classes tuition-free at their high school, on a PTC campus, or online. That means real, substantial savings on college after graduation.

What is Dual Enrollment?

Dual Enrollment classes allow high school juniors and seniors to earn college credit and high school credit simultaneously. Dual enrolled students must have the approval of their high school guidance counselors or school administrators for the specific courses that will be awarded as both high school and college credit.

Available Dual Enrollment Options:

TRADITIONAL: Earn high school Carnegie units and college credit.

ONLINE: Take flexible coursework that fits with your schedule.

MIDDLE COLLEGE: Complete up to 60 credits toward a bachelor's degree and earn your associate degree while you're in high school.

CAREER PATHWAYS: Get a jumpstart on a career in an in-demand field.

Dual Enrollment Checklist:

1. Complete the online Dual Enrollment application: www.ptc.edu/apply
2. Complete the high school registration form with your school counselor
3. Take the placement test or provide satisfactory scores on the ACT/SAT/PreACT/PSAT
4. Provide a birth certificate
5. We'll handle the rest!

For more information, visit www.ptc.edu/de, or call the Dual Enrollment office at (864) 941-8315.





DUAL ENROLLMENT LANDER UNIVERSITY



Lander University welcomes high school students to participate in college coursework on the Lander campus or online while still in high school. Lander University provides six (6) credit hours per semester of tuition-free coursework to students who are residents of Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, and Saluda Counties (GLEAMNS area). Lander University hosts a partnership with Greenwood School District 50 to offer additional credit hours of coursework (beyond six per semester) at a significantly reduced rate.

Admissions Checklist

Visit www.lander.edu/DE to complete the Admissions process as a Dual Enrollment student.

*Must be a high school junior or senior and have a minimum weighted GPA of 3.5

- Submit application for admission as a non-degree seeking student
- Submit high school transcript to Lander's Office of Admissions
- Submit Dual Enrollment Course Request Form
- Register for Dual Enrollment Orientation by visiting www.lander.edu/DE

In order to receive the greatest benefits from the Dual Enrollment experience, a student should begin to consider what he/she desires to study in college and where he/she plans to attend college. By researching the necessary required courses at those institutions for specific majors, the student is properly planning for the future. Unsure how to figure out the planning piece? Contact the Dual Enrollment Office at Lander and make an appointment, in person or virtual. Call (864) 388-88LU. Students are strongly encouraged to use www.sctracs.org to determine transferability of Dual Enrollment courses.

Lander University Dual Enrollment students have access to university sporting events, intramural sports, unlimited free tutoring in registered courses, the Fitness Center, the Writing Center, Student Activities- sponsored events, and much more! Come join our region's public four-year university experience while still in high school. Let Lander guide you through a positive and productive Dual Enrollment experience!

Lander's Dual Enrollment schedule is flexible and designed to assist each student as an individual. You have the flexibility to enroll in these courses at times and days that suit your high school schedule. Contact us at (864) 388-88LU to learn more!

Articulation Agreements

Articulation agreements between the school district, Piedmont Technical College and Lander University allow for the awarding of college hours for courses completed in high school upon entrance to college. Through articulation, students may enter the college with pre-earned college credit hours and may complete their program of study in less time.

School-to-Work Opportunities

The School-to-Work initiative is a major effort designed to encourage partnerships with business and industry, which focus on improving the education and development of young people

These activities connect students with working adults to build an appreciation for and understanding of a variety of career options and the skills needed to enter these career fields.

Service Learning offers students an opportunity to provide a service to students in Greenwood District 50 elementary and middle schools or to volunteer at a nonprofit agency serving the community through the United Way. Selected students will report to a designated classroom each day to work individually with students who need additional academic or social attention. The classroom teacher will direct the tutoring/mentoring activities. Selected students desiring to volunteer at an assigned non-profit agency will be evaluated by that agency's supervisor. Students must be able to provide their own transportation and will be expected to complete a journal of their experiences as part of the final grade. Students may participate in this course for one or two semesters.

Youth Apprenticeships allow students to "learn and earn" in a structured program at the workplace with the help of a mentor. Students receive recognized credentials when completed.

Educational Scholarships

The Greenwood Promise:

The Greenwood Promise is an educational initiative aimed at increasing the economic growth of Greenwood County by promoting postsecondary education and thereby ensuring a skilled and educated workforce. This initiative enables Greenwood County to be a viable competitor in both industry and community attractiveness by promising all eligible Greenwood County high school graduates tuition assistance. The program supports an Associate's Degree and hopes to provide the opportunity for advancement to a four-year degree for those with the academic ability to succeed. The PROMISE is just that — we can promise those that start kindergarten in Greenwood County schools that they will be able to go to college and receive at least an associate's degree if they promise to work hard to become academically eligible. For additional information go to www.greenwoodpromise.com.

SC Teaching Fellows Program:

The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and to help them develop leadership qualities. Each year, the program provides fellowships to up to 200 high school seniors. Awards: Up to \$6,000 yearly scholarship for four years, including \$300 a year for summer enrichment. Eligibility: Written and oral application process, high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children. Contact: Center for Educator Recruitment, Retention and Advancement, 800-476-2387.

Educational Lottery Scholarships

The South Carolina legislature provides several opportunities for students to receive scholarships. More information can be obtained from the SC Commission on Higher Education website at www.che.sc.gov. Students may only receive ONE of the following scholarships:

LIFE Scholarship:

The Legislative Incentive for Future Excellence (LIFE) Scholarship is a merit-based scholarship program administered by the financial aid office of each eligible public and independent institution in South Carolina. Students receive \$5,000 divided between the fall and spring semesters. **Students must meet the following criteria:**

Must enroll in a South Carolina four-year college/university or two-year public or private institution within 2 years and 3 months of graduation, must be a South Carolina resident for in-state tuition purposes, must not have been convicted of any felony or alcohol/drug related offense.

Must meet two of the following requirements:

Score 1100 or better on the SAT or 24 or better on the ACT, be in the top 30% of the graduating class, or have a 3.000 or higher grade point average as calculated after the eighth semester.

Palmetto Fellows Scholarship Requirements:

The Palmetto Fellows Scholarship Program is a merit-based scholarship program administered by the SC Commission of Higher Education. Students receive \$6700 divided over the fall and spring semesters. **Students must meet all of the following criteria:** Have a score of 1200 or greater on the SAT or 27 or greater on the ACT, have a 3.500 GPA by the end of the junior year, and officially rank in the top 6% of the class at the end of either the sophomore or junior year for early awards. The alternative criteria states that a student must score 1400 on the SAT or 32 on the ACT and earn a 4.000 GPA by the end of the junior year. All students must be enrolled in a public or private high school or approved home-school program of study, must be a legal resident of South Carolina, must be a US citizen or permanent resident, must attend a public or private four-year college/university in South Carolina, and must not have been convicted of any felony or alcohol/drug related offense.

SC HOPE Scholarship Program

The SC HOPE Scholarship Program is a merit-based scholarship for students attending a four-year institution who do not qualify for the LIFE or Palmetto Fellows Scholarships. This scholarship is awarded during the freshman year of attendance only and provides \$2500. **Students must meet the following criteria:** Must be enrolled in a South Carolina public or private four-year institution and must have a 3.000 on the SC Uniform Grading Scale.

South Carolina Merit Based Scholarships

These are provided in a tiered system to qualified South Carolina Residents, with the following requirements:

Palmetto Fellows Scholarship

Up to \$7,500/year towards a 4-year degree

1200 on SAT / 27 on ACT & 3.5 GPA

And

Top 6% of class (Sophomore, Junior or Senior Year) & Renewable with a 3.0 GPA & 30

Hours

Or

1400 on SAT (CR and Math) or 32 on ACT & 4.0 GPA

New: Math or Science majors may receive up to an additional \$2,500 after successfully completing 14 hours of math and science courses in their freshman year of college.

OR

Life Scholarship

Up to \$5,000/year towards a 2 or 4-year degree

At least two of the three following:

- 1100 on SAT / 24 on ACT
- 3.0 GPA
- Top 30% of the class
- Renewable with a 3.0 GPA and 30 credit hours

New: Math or Science majors may receive up to an additional \$2,500 after successfully completing 14 hours of math and science courses in their freshman year of college. Class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

OR

Hope Scholarship

Up to \$2,800/year towards a 4-year degree

- 3.0 GPA
- Non-renewable. Students can qualify for a Life Scholarship with a 3.0 GPA after the first year of college/30 hours attained.

OR

Lottery Tuition Assistance up to \$1,140/year

- Enrollment in a 2-year technical College
- Minimum of 6 credit hours per semester
- Maintain a 2.0 GPA after 24 hours of credit

More information on these and other financial aid opportunities is available at: www.che.sc.gov or call toll free at 877-349-7183

Eligibility for Interscholastic Sports and Activities

Specific requirements for academic eligibility are mandated by state law under the Education Improvement Act. Students in grades 9 through 12 must achieve an overall passing average and satisfy eligibility requirements in the semester/year preceding participation. **Any student expelled from school for a semester and readmitted to the same school will be required to complete a full semester's work; all eligibility must be approved through the Athletic Director.**

Students diagnosed as handicapped but served in a program leading to a high school diploma must meet all eligibility requirements previously stated for participation. Students must comply with district and school endorsed behavior standards.

Additional questions of eligibility should be referred to the Athletic Director of the high school for which the student is zoned.

NCAA Eligibility Requirements

The National Collegiate Athletic Association, (NCAA), has policies regarding athletic eligibility for Division I and Division II schools. To be eligible for financial aid, practice, and competition during the freshman year, students must:

- (1) Graduate from high school,
- (2) Present a minimum combined test score on the SAT or ACT according to a sliding scale using the GPA from core courses, and
- (3) Present a minimum GPA in at least 14 core courses in subject areas defined by the NCAA. Specific information regarding core courses, test scores, and minimum GPA can be found on the NCAA web site listed below.

Students planning to participate in athletics at Division I or Division II colleges or universities must be certified by the NCAA Initial-Eligibility Center. The NCAA Guide for College Bound Student Athletes is available on the NCAA website. For NCAA purposes, Foundations in Algebra 1 and Intermediate Algebra 1 are combined to equal one Mathcredit.

Application information for juniors or seniors who are planning to play college sports need to complete the NCAA Eligibility form. This is available at http://webl.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp

It is the student's responsibility to make sure that this eligibility process is completed. It is also the student's responsibility to work with their college or university to ensure all required courses are completed and core GPA has been calculated.

For more information, visit http://fs.ncaa.org/Does/eligibility_center/Quick Reference Sheet.pdf.

Athletes must request a current high school transcript be sent to NCAA Eligibility Center by going to www.parchment.com. The NCAA will only accept SAT and/or ACT scores sent directly from the testing service. The student's high school counselor can NOT send in the student's scores. The cost to apply is determined by NCAA.

The code the student needs to use for sending scores directly to the Eligibility Testing Center is 9999 when the student registers for either the SAT or ACT. If the student does not send the scores to the NCAA Center at the time of testing, he or she will need to visit the websites below to have them sent. There is a fee for this service.

SAT scores www.collegeboard.com

ACT scores www.actstudent.org

Students should apply for certification early in the senior year.

Educational/Career Assessments

There is a variety of assessments to assist students in their educational and career decisions. Students are encouraged to become familiar with printed resources available in the guidance offices. Up-to-date information about careers, postsecondary institutions, and training programs are available there. Additionally, students may take standardized assessments which provide information valuable in making decisions about college and post-secondary careers.

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 over 1700 occupations. The college search feature includes all two-year and four-year colleges and universities in the United States. Other features include a course planner and a scholarship search.

CAREER READINESS ASSESSMENT:

The career readiness assessment measures real-world skills that employers believe are critical to job success. Students may earn a career readiness credential which is recognized by businesses and industries nationwide. Eleventh grade students in South Carolina will take the career readiness assessment. The South Carolina Department of Education has defined eleventh grade students as students in their third year in high school after initial enrollment in ninth grade.

Pre ACT:

The Pre ACT provides early practice for the ACT test-taking experience. Students receive a PreACT score as well as a predicted score range for the ACT. The score can be used as an indicator for college and career readiness. Students may opt to have their information shared with colleges and scholarship agencies. Reports include data to help teachers and counselors target interventions, inform classroom instruction, and guide students in course selection. Reports also include information about student interests that counselors can use to advise students in thinking about college majors and careers. The choices a student makes in high school help chart a course for life after it. Educators can use insights from PreACT report data to help students prepare for success and start making informed choices well before graduation. As part of the South Carolina Education Accountability Act, our 10th grade students will take the Pre-ACT or PSAT during their 10th grade year.

PSAT

The Preliminary Scholastic Aptitude Test (PSAT) introduces students to the organization and question types found on the SAT. Students gain test-taking skills and can use their PSAT results to predict their scores on the SAT. All college-bound students are encouraged to pay the registration fee and take the PSAT in their junior year. These scores are used in selecting semifinalists for the National Merit Scholarship awards.

Several colleges use PSAT for determining early admissions and for programs such as admittance to the Governor's school. As part of the South Carolina Education Accountability Act, our 10th grade students will take the Pre-ACT or PSAT during their 10th grade year.

ASVAB:

The ASVAB (Armed Services Vocational Assessment Battery) is a multi-aptitude test battery known as the Career Exploration Program administered by the Department of Defense. 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 for high school students. Test dates are announced and students sign up to take the test on the school campus during a regular school day. The ASVAB Career Exploration Program is a tool to help students make better 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 high schools and military recruiters. Although students who plan to enter the military are required to take the ASVAB, the ASVAB is not limited to these students, and information gained from this career assessment is beneficial to any student.

Planning for the Future

Destination: Work Force

The school district encourages students who plan to enter the workforce immediately after graduation to take advantage of occupational programs available at the G. Frank Russell Technology Center. Proper planning assists students immediately entering the workforce with the development of marketable job skills.

Destination: Technical College

According to the Governor's Work Force Task Force Report Pathways to Prosperity of 2001, 65% of the jobs of the future will require a two-year degree of advanced training while 20% will require a four-year degree and 15% will require minimal job skills. Students who plan to attend a two-year technical college are encouraged to participate in an occupational program related to their career plans. Students attending a two-year college are not required to take the ACT or the SAT. Two-year technical schools do require placement tests to identify strengths and needs and to build a solid plan for success.

The primary test used by Piedmont Technical College is PTC In-House. Academic advisors and counselors use the PTC In-House test results to help place a student in classes that match the student's skill level. PTC In-House tests help identify a student's knowledge, strength, and needs in math, reading, and writing. Along with information about a student's academic background, goals, and interests PTC In-House results help a student choose courses that match the student's skill level and give the student the best opportunities for success. You can find additional information at www.ptc.edu.

Destination: Military

Military recruiters visit the high schools regularly to talk with students who are interested in a career in the military. Students who enter the military must take the ASVAB test battery. This information is used in decisions about military assignments.

Destination: Four-Year College

Students who plan to enter a four-year college immediately after graduation should be aware of the specific college entrance requirements of the colleges. Students who plan to enter a four-year college must take a college entrance exam as part of the admissions process. Two widely recognized college entrance exams are the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT). All colleges and universities in South Carolina accept both the SAT and ACT scores for use in their admissions process. Students in their third year of high school have the opportunity to take the SAT or ACT during a school day testing event. The SAT and ACT are different formats and content. Some students perform better on one test than on the other. Students may utilize their PLAN and PSAT scores to help them determine the test that might be most beneficial for them.

ACT:

The American College Testing Assessment (ACT) provides a measure of how well one can perform skills necessary for college course work. The ACT measures these skills in the areas of English, mathematics, reading, and science reasoning. These areas are tested because they include the major areas of instruction in most high school and college programs. On the ACT each of the four subtests is scored on a scale of 1 to 36. A composite score of 24 on the ACT is comparable to a score of 1100 on the SAT.

SAT:

The Scholastic Aptitude Test (SAT) is a measure of the critical thinking skills students need for academic success in college. The College Board states that the SAT measures literacy, numeracy and writing skills that are needed for academic success in college. The SAT assesses how well the test takers analyze and solve problems—skills they learned in school that they will need in college and is administered under a tight time limit. Some colleges request that students take one or more of the SAT Subject Tests for admissions or placement. These tests are usually given on most of the same dates as the SAT and are one hour in length.

Guidance Services The mission of the Greenwood School District 50 Comprehensive Guidance and Counseling Program is to address the needs of all students. The program helps students develop competencies in knowledge of self and others, educational and vocational development, and career planning and exploration.

Course Selection — Counselors will meet with students and parents in order to make appropriate high school and occupational course selections for each succeeding year.

Academic Deficiencies — Counselors will guide students who may have course work problems and who may need schedule adjustments or tutorial assistance.

Standardized Tests — Counselors will interpret standardized test data for students and parents in order to provide a more complete picture of students' aptitudes, interests, and post-high school potential.

Post-High School — Counselors will assist students and parents in completing appropriate college or technical school applications or in finding employment.

Career Planning — Counselors will explore career options with students and parents.

High Schools That Work

Emerald High School, Greenwood High School, and the G. Frank Russell Technology Center are part of the High Schools That Work initiative (HSTW). The HSTW whole-school reform model addresses ten key practices:

- Setting high expectations
- Increasing access to challenging career/technical studies
- Increasing access to rigorous academic studies
- Having students complete a challenging program of study
- Having a structure and schedule for teachers to work together
- Giving students choices for school-based and work-based learning
- Having each student actively engaged in the learning process
- Involving students and parents in a guidance and advisement system
- Providing a structured system of extra help
- Using student assessment and program evaluation data for continuous improvement

Individual Graduation Plan

The Individual Graduation Plan (IGP) is based on the state high school graduation requirements and other courses which assist students to meet their career goals. The purpose of the IGP is to assist students and their parents in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. The IGP is a part of career planning and builds on the course work, assessment, and counseling students receive in middle school and high school. In order for a student to graduate with a major, the student must complete four units of study from the offerings identified on the district's templates of majors. Complementary courses are drawn from the academic and profession-related courses that support the major. Students are encouraged but not required to enroll in complementary courses. 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 or higher degree. For Special Education students, the IGP must align with the student's Post-Secondary Goal as outlined in their Individualized Education Program (IEP).

Planning For Your Future

Individual Graduation Plan

The Program of Studies is designed to assist students in course selections for all four years of high school. This four-year plan is called the Individual Graduation Plan. The courses a student takes in high school should support the Career Goal a student has selected. All Individual Graduation Plans must include the core academic courses necessary to receive a high school diploma. Course levels should support the goal selected. Students should discuss this with parents, teachers, and school counselors as courses are selected. The Individual Graduation Plan should be reviewed annually and course selections may be changed before the beginning of each year. Setting career goals and planning for these goals through course selection are very important.

Sample Individual Graduation Plan

My career goal is _____

**School of
Cluster of Study:**

Major:

Required Core For Graduation	Sample Core Choices For additional college entrance requirements, refer to the college of your choice.			
	9	10	11	12
English Four units	English 1	English 2	English 3	English 4
Math Four Units	Algebra 1	Geometry	Algebra 2	Statistics
Science Three Units	Biology/Physical Science	Chemistry/Biology	Physics/ Chemistry	Environmental Science/Physics
Social Studies Three Units	Geography History	Early America	US History	Economics and Government
Additional Graduation Requirements	Physical Education or JROTC (one unit) Computer Science (one unit) Language or CATE (one unit)		Elective (7 units) Proficiency Foreign	

Required Courses for Major Four Credits Required	Complementary Course work	Extended Learning Opportunity Options Related to Major
------------------------------------------------------------	----------------------------------	---------------------------------------------------------------

Postsecondary Plans

What are your plans upon high school graduation? Please select one option that supports your career goal.

4-Year College _____ **2-Year College/Technical Training** _____

Work Force/Apprenticeship _____ **Military** _____

CURRICULUM FRAMEWORK
School of Arts & Humanities

Arts and Humanities Cluster

English
Foreign Language
Performing Art
Teaching and Training

Art, Audio-Video Technology & Communications Cluster

Visual Arts
Graphics Technology
Journalism & Mass Communication

School of Business Management & Information Systems

Business Management & Administration Cluster

Administration & Information Support
Business Analysis
Marketing & Public Relations

Finance Cluster

Banking Services
Financial Management & Accounting

Hospitality & Tourism Cluster

Culinary Arts

Information Technology Cluster

Interactive Media
Programming & Software Development
Networking
Cyber Security

School of Engineering, Manufacturing & Industrial Technologies

Architecture & Construction Cluster

Building Construction

Manufacturing Cluster

Machine Tool
Welding

Science, Technology, Engineering & Mathematics Cluster

Engineering/Project Lead the Way
Mathematics
Science
Mechatronics
Aerospace

Transportation, Distribution & Logistics Cluster

Automotive Collision Repair Technology
Automotive Technology

School of Health Science & Human Services

Health Science Cluster

Health Diagnostic Specialties
Health Treatment Specialties
Medical Science and Research
Biomedical Science

Human Services

Cosmetology
Early Childhood

School of Public Services

Government & Public Administration Cluster

Social Services
Military Science

Law, Public Safety and Security Cluster

Law & Legal Services

Special Education Courses

Students who have an Individualized Education Program (IEP) are assigned by the IEP team to special education classes designed to meet the goals of the IEP. Classes are organized for students pursuing a high school diploma, a state-recognized high school credential, a district high school certificate, or a district attendance certificate. Beginning no earlier than the last quarter of the student's eighth grade academic school year, or later it's determined by the student's IEP team, and updated annually thereafter, the IEP team must determine the student's expected high school outcome. The course of study identified in the IEP must match this determination and support the student's postsecondary goals.

Students Pursuing a High School Diploma

Students pursuing a high school diploma may be provided consultative or co-teaching services, depending on the courses taken and the recommendations of the student's IEP team. High school students who require supplemental special education support in the special education classroom should take an Academic Enrichment class each semester. Students work in planned groups on an individualized basis to accomplish goals and objectives as set forth in their Individualized Education Program (IEP). Students receive one elective unit of credit for a semester Academic Enrichment class in which passing grades are received.

Students Pursuing a South Carolina High School Credential

South Carolina students with disabilities will have the opportunity to earn the South Carolina High School Credential, which offers applicable students with disabilities the opportunity to work towards a uniform, state-recognized credential that aligns with the State's Profile of the South Carolina Graduate. The credential provides equitable job-readiness opportunities for students with disabilities, who are not able to obtain a regular high school diploma, to acquire employability skills to increase the student's ability to obtain paid work after high school.

To be eligible to receive the South Carolina High School Credential, the student must be able to meet the following requirements:

- The student is able to successfully complete an academic course of study that will include a minimum of 24 earned units (documentation will include a copy of transcript).
- The student is able to create and present a career portfolio and a multimedia career presentation (documentation will include scored evaluation forms).
- The student is able to complete the required 360 hours of work experience that meets the requirements of the statute.

Eligibility Requirements

A .Academic Coursework

- Coursework aligned with the South Carolina College and Career-Ready Standards for English Language Arts (four units), Mathematics (four units), Science (two units), and Social Studies (two units);
- Four units of Employability Education; and
- One health/PE unit or its equivalent; and
- Six electives, including Employability I, II, III and IV

A .Pre-employment Preparation

- Complete a career portfolio that includes a multimedia presentation project;
- Obtain work readiness assessment results that demonstrate the student is ready for competitive employment; and
- Complete work-based learning/training that totals at least 360 hours, in which:
 - Work-based learning/training may be school-based, community-based, and/or paid or unpaid employment;
 - Work-based learning/training must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and
 - Paid employment must be at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act.

The requirements for the South Carolina High School Credential may not be modified.

Students Pursuing the District High School Certificate

Greenwood School District 50 has designed a program of study culminating in a District High School Certificate for students who are not eligible for the South Carolina High School Credential. The District High School Certificate verifies basic competencies in an academic, social, and occupational curriculum that leads to a readiness for gainful employment, further occupational training, and responsible citizenship. This certificate will provide students and employers with an additional, more meaningful exit option to the certificate of attendance.

The following is the criteria for entry into the District High School Certificate Program:

- Identification as a student with a disability under IDEA;
- Decision of the IEP committee that the District High School Certificate course of study is appropriate;
- Parent and student signatures on an agreement which outlines participation requirements of the District High School Certificate course of study;
- Continuation in the District High School Certificate course of study will be determined on a yearly basis during the IEP annual review meeting.

Students who are pursuing a District High School Certificate are assigned to classes based upon their Individualized Education Program (IEP). In addition to academic courses for English, Mathematics, Science, and Social Studies, the student will receive work-readiness instruction and experiences in Career Awareness (9th grade), Career Focus (10th grade), and Work Readiness/Community Based Learning (11th and 12th grade). Carnegie units of credit are not issued for these classes.

- Work Readiness Program Prerequisite: Career Awareness, Career Focus AND Teacher Recommendation from the Career Awareness and /or Career Focus teacher.

In order to earn the Greenwood School District 50 High School Certificate, the student must meet the following criteria:

- Successful completion of a minimum of 24 courses;
- Completion of four years at the high school level;
- Adherence to the Greenwood School District 50 Attendance and Discipline Policies;
- Successful completion of goals and objectives as outlined on the student's IEP; and
- Successful completion of three transition courses in an occupational area.

Students Pursuing a District Attendance Certificate

Students who are pursuing a certificate of attendance are assigned to classes based upon their Individualized Education Program (IEP). The instruction in these classes covers English, Mathematics, Social Studies, and Science standards at academic levels and readability for the special needs student. The student will receive academic, functional, and work-readiness instruction and experiences based on individual skills and needs of the student. Carnegie units of credit are not issued for these classes. Promotion to the next grade level is based upon successful completion of the annual goals and objectives in the student's IEP. Upon successful completion of four years of high school, these students receive a Certificate of Attendance.



English Curriculum



[Graduation Requirements](#)

IMPORTANT NOTE: STUDENTS TAKE ONLY ONE ENGLISH COURSE PER YEAR. ENGLISH COURSES NOT PASSED MAY BE REPEATED THE FOLLOWING YEAR ALONG WITH THE ENGLISH FOR THEIR CURRENT GRADE LEVEL OR THE FOLLOWING SEMESTER IF TAUGHT ON THE BLOCK SCHEDULE

302400CW**1 Unit****English 1**

Prerequisite: Successful Completion of Grade 8 English.

English 1 stresses the principles of grammar, instruction in composition, and the study of literature. Vocabulary study and parallel reading are integral parts of the course. Elements of research are introduced. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302400HW**1 Unit****English 1/Honors**

Prerequisites: Teacher recommendation of students who are serious about their work, capable of independent study, and highly motivated toward excellence. A grade of "A" or "B" on all language arts courses prior to grade 9.

English 1/Honors is intended for students performing above grade level in reading comprehension and knowledge of grammar. Instruction continues in grammatical structure and usage. Vocabulary study is designed to enhance the student's reading ability, power of expression, and PSAT/SAT, PreACT, ACT readiness. Students are introduced to research and are provided extensive practice in developing paragraphs and themes about literary and contemporary topics. The study of literature emphasizes analysis of types and characteristics of literature. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302500CW**1 Unit****English 2**

Prerequisite: Successful completion of English 1.

English 2 is a continuation of English I. This is a college preparatory course that integrates reading, writing, grammar, vocabulary, listening, speaking, and research. This class will challenge students to develop their literary skills through an extensive study of world literature and the refinement of the writing process. A state required end-of-course test will count as 20% of the final grade.

302500HW**1 Unit****English 2/Honors**

Prerequisites: Teacher recommendation of students who are serious about their work, capable of independent study, and highly motivated toward excellence. A grade of "A" or "B" in English 1/Honors.

English 2/Honors is a comprehensive study of grammar/composition and literature. The grammar emphasis is related closely to areas of weakness observed in student compositions. A parallel reading program provides a broad base for literary analysis. Elements of research, leading to the literary-based research paper of Honors 3, are reinforced. Vocabulary study is an extension of the literature and equips the student to deal with ACT/SAT examinations. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts. A state required end-of-course test will count as 20% of the final grade.

302600CW**1 Unit****English 3**

Prerequisite: Successful completion of English 2.

English 3 contains a review of grammar and instruction in composition, as well as a study of American literature. Vocabulary study and parallel reading are integral parts of the course. Elements of research, leading to the literary research paper of English 4, are stressed. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302600HW**1 Unit****English 3/Honors**

Prerequisites: Teacher recommendation of students who are serious about their work, capable of independent study, and highly motivated toward excellence. A grade of "A" or "B" in English 2/Honors.

English 3/Honors extends exposition to the development of individual composition style and introduces techniques of research for the formal literary paper. A study of grammar leads to a focused style of writing. An intensive study of American literature constitutes the literature portion of the course. A parallel reading program provides a broad base for literary analysis. Vocabulary study is an extension of the literature and equips the student to deal with ACT/SAT examinations. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302700CW**1 Unit****English 4**

Prerequisite: Successful completion of English 3.

English 4 centers on a study of British literature, writing and research. A review of grammar and usage complements and enhances the development of advanced composition skills. A literary-based research paper, assigned parallel reading, and frequent compositions should further prepare the student for college. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

302700HW**1 Unit****English 4/Honors**

Prerequisites: Teacher recommendation of students who are serious about their work, capable of independent study, highly motivated toward excellence and requires a grade of "A" or "B" in English 3/Honors.

English 4/Honors centers on a study of British literature, writing and research. A review of grammar and usage complements and enhances the development of advanced composition skills. A literary-based research paper, assigned parallel reading, and frequent compositions should further prepare the student for college. Vocabulary study is an extension of the literature and equips the student to deal with ACT/SAT examinations. A goal for all students is to attain a high degree of literacy involving the ability to understand and to produce a wide variety of texts.

303000HW**1 Unit****Advanced English Literature And Composition**

Prerequisites: Teacher recommendation paired with AP Literature/Composition AP

This course offers extended written practice in the analysis and evaluation of literature. Students continue their readings of recommended advanced placement short story, poetry, play, and novel titles. Assigned AP-style prompts allow students the opportunity to refine their individual writing styles and to develop more keenly their higher order thinking skills.

307000AW**1 Unit****English Literature/Composition/AP**

Prerequisite: No less than a "B" in Honors English 1, 2, 3 and enrolled in Advanced Literature and Composition.

English Literature/Composition/AP is an intensive literature and composition course designed for students who are highly motivated and have shown exceptional ability in verbal and composition skills. Students will demonstrate their ability to read selected poems and prose passages analytically and to write critical or analytical essays based on poems, prose passages, and complete novels or plays. A summer reading list will be made available for all students. Students will be required to take the Advanced Placement Examination.

307100AW**1 Unit****English Language/Composition/AP**

Prerequisite: No less than a "B" in Honors English 1, 2 and 3

English Language/Composition/AP is an intensive language and composition course designed for students who are highly motivated and have shown exceptional ability in verbal skills. In this course students will demonstrate their skills in analyzing the rhetoric of prose passages. Students will also demonstrate their skills in composition by writing essays in various rhetorical modes. A summer reading list will be made available for all students.

Students will be required to take the Advanced Placement Examination.

301500EW/301600EW**2 Units (6 College Hours-Dual Credit Available with tuition at PTC)****English Composition 101 and 102/PTC**

Prerequisites: Successful completion of English 3 and a 3.000 GPA

Students must take both courses to receive the English 4 credit.

ENG 101 English Composition I is a college transfer course in which the following topics are presented: a study of composition in conjunction with appropriate literary selections with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented.

ENG 102 English Composition II is a college-transfer course in which the following topics are presented: development of writing skills through logical organization, effective style, literary analysis and research. An introduction to literary genre is also included. **This course must be taken with English Composition 101/PTC.**

Successful completion of Honors level curriculum work prior to entering dual enrollment courses increases student success. Tuition is charged for these dual enrollment classes.

303202CW
Creative Writing

1 Unit

This is an elective course designed to develop students' expressive writing skills. Students will practice writing techniques used by professional writers, experiment with multiple genres, and develop a personal writing portfolio. The students will be given the opportunity to publish their work.

303202HW
Creative Writing/Honors

1 Unit

The honors level curriculum should indicate depth in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate. This is an elective course designed to develop students' expressive writing skills. Students will practice writing techniques used by professional writers, experiment with multiple genres, and develop a personal writing portfolio. The students will be given the opportunity to publish their work.

309904CW
ELA Enrichment 1

1 Unit

Freshman Focus/ELA is designed for the secondary student who may need academic assistance in reading comprehension. This course builds skills in reading, vocabulary, writing, and research as defined by the most recent SC State ELA Standards. **(Not for English Credit)**

309905CW
ELA Enrichment 2

1 Unit

Freshman Focus/ELA is designed for the secondary student who continues to meet academic assistance in reading comprehension. This course builds skills in reading, vocabulary, writing, and research as defined by the most recent SC State ELA Standards. **(Not for English Credit)**



Mathematics Curriculum



[Graduation Requirements](#)

411600CW **1 Unit**
Foundations in Algebra 1

Foundations in Algebra 1 includes the study of variables, field properties, operations on matrices, slope, the equation of a line, solving and graphing linear equations and inequalities, polynomials, factoring techniques, solving quadratic equations, solving systems of pltw.

411700CW **1 Unit**
Intermediate Algebra 1

Prerequisites: Foundations in Algebra 1

Intermediate Algebra 1 includes the study of variables, field properties, operations on matrices, slope, the equation of a line, solving and graphing linear equations and inequalities, polynomials, factoring techniques, solving quadratic equations, solving systems of linear equations, and probability and statistics. Applications will be emphasized throughout the course. This course will also begin examining concepts from Algebra 2 and Probability and Statistics. A state end-of-course test will count as 20% of the final grade.

Students must not enroll in Foundations in Algebra (4116) prior to ninth grade. A school that offers Foundations in Algebra (4116) must subsequently offer Intermediate Algebra (4117). Students who successfully complete Foundations in Algebra (4116) must subsequently enroll in Intermediate Algebra (4117). Upon completion of this 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 (4117). Successful completion of Foundations and Intermediate will each count as a math credit.

411400CW **1 Unit**
Algebra 1

Prerequisites: Teacher Recommendation and meeting identified test criteria

Algebra 1 includes is the study of variables, field properties, operations on matrices, slope, the equation of a line, solving and graphing linear equations and inequalities, polynomials, factoring techniques, solving quadratic equations, solving systems of linear equations, and probability and statistics. Applications will be emphasized throughout the course. A state end-of-course test will count as 20% of the final grade.

411400HW **1 Unit**
Algebra 1/Honors

Prerequisite: Teacher Recommendation

Algebra 1/Honors includes an accelerated pace and depth of Algebra I content. Course includes the study of variables, field properties, operations on matrices, slope, the equation of a line, solving and graphing linear equations and inequalities, polynomials, factoring techniques, solving quadratic equations, solving systems of linear equations, and probability and statistics. Applications will be emphasized throughout the course. A state end-of-course test will count as 20% of the final grade.

411500CW **1 Unit**
Algebra 2

Prerequisites: Successful completion of Algebra 1.

Algebra 2 includes a study of the properties of number system, equations, functions, relations graphs, polynomial and rational expressions, radical, quadratic equations, inequalities, exponents, complex numbers, conic sections, systems of equations and inequalities, matrices, and logarithms.

411500HW **1 Unit**
Algebra 2/Honors

Prerequisites: Successful completion of Algebra 1 Honors

With no less than a "B".

Algebra 2/Honors is a course designed for students who plan to take calculus/AP. The pace and depth of this course are accelerated in comparison to Algebra 2. Algebra 2/Honors is a rigorous course with emphases on problem solving, critical thinking, and reflective analysis. This course includes the study of functions and relations, systems of equations and inequalities, polynomial and rational expressions, exponents and radicals, quadratic equations, logarithms, complex numbers, conic sections, and matrices. The use of a graphing calculator is encouraged and assessments vary from performance-based tests to projects.

412200CW **1 Unit**
Geometry

Prerequisite: Successful completion of Algebra 1.

Geometry includes the study of points, lines, planes, angles, polygons, and circles. The properties and relationships of shapes (including similarity and congruence) are studied as well as special properties of right triangles. In addition, students will study the trigonometric ratios, coordinate geometry, and transformations. This course stresses the use of deductive reasoning as well as the ability to think spatially. Emphasis is placed on applications including perimeter, area, and volume.

412200HW **1 Unit**
Geometry/Honors

Prerequisite: Successful Completion of Algebra 1 Honors with no less than a "B".

Geometry/Honors is a rigorous course intended for students who plan to take Calculus AP. This course is rapidly paced and uses a more in-depth curriculum as compared to Geometry/CP. This course stresses deductive reasoning with emphasis on developing the concept of formal proofs. Students will apply algebra skills in conjunction with geometric ideas and problem solving. This course includes the study of points, lines, planes, angles, polygons, similarity, congruence, geometric inequalities, coordinate geometry, right triangle trigonometry, constructions, the properties and relationships of shapes, and transformations. Assessments will include projects and performance-based tests, which reflect critical and reflective thinking skills.

414100CW **1 Unit**
Probability and Statistics Prerequisites: Successful completion of three math.

Probability and statistics includes the study of methods of data collection, how to organize data, the measure of central tendency, variation, sampling theory, hypothesis testing, and making inferences from samples. Emphasis will be placed on developing skills, which apply statistical methods in the decision-making process as well as on improving problem-solving skills.

417100AW **1 Unit**
Statistics/AP Prerequisites: No less than a "B" in at least three Honors level math courses.

Statistics/AP is designed for the student who has a thorough understanding of Advanced Algebra and who is planning to attend a four-year college. This course will include instruction in exploratory analysis, planning and implementing a study, probability, and statistical inference. Students taking Statistics/AP are required to have a graphing calculator with statistical capabilities. Students are required to take the Advanced Placement Examination.

411300CW **1 Unit**
Algebra 3 Prerequisite: Successful completion of Geometry and Algebra 2.

Algebra 3 focuses on the continuation of the study of Algebra topics. This course includes the study of systems of equation and inequalities, polynomial, rational, radical, exponential, logarithmic, absolute value, and piecewise functions.

411300HW **1 Unit**
Algebra 3/Honors Prerequisite: Successful Completion of Algebra 2/Honors & Geometry/Honors with no less than a "B".

This course is designed for students who intend to take Calculus. Algebra 3 Honors focuses on the continuation of the study of Algebra topics. This course includes the study of polynomial, rational, radical, exponential, logarithmic, absolute value, piecewise functions, and conic sections. Emphasis will be placed on applications and the rigorous development of ideas. This course requires a mastery of Algebra 1 & 2 skills as well as dedication by the learner.

413120CW **1 Unit**
Pre-Calculus Prerequisites: Successful completion of Algebra 2, Algebra 3, and Geometry with no less than a "C" in all courses.

Pre-Calculus includes the study of degree and radian measure, the Unit Circle, right triangle trigonometry, graphing and solving trigonometric equations, and basic trigonometric identities.

413120HW **1 Unit**
Pre-Calculus/Honors Prerequisites: Successful completion of Algebra 3/Honors, Algebra 2/Honors and Geometry/Honors with no less than a "B" in all courses.

This course is designed for students who intend to take Calculus/AP. This course includes the study of radian and degree measure, the Unit Circle, the trigonometric functions, and trigonometric equations. This course helps students develop skills sufficiently to write and use the definition of trigonometric functions; sketch the graph of the trigonometric equations. This course helps students develop skills of the trigonometric functions; prove identities; solve trigonometric equations; learn and then apply the law of sines and cosines. This course requires a mastery of Algebra and Geometric skills as well as dedication by the learner.

413500CW **1 Unit**
Calculus 1 Prerequisites: Successful completion of Advanced Algebra.

Calculus 1 includes the study of differential and integral calculus including the study of limits, functions, related rates, maxima and minima, area under a curve, volumes and other applications of the derivative and the integral. This course is designed for a student planning to attend a four-year college or university.

413500HW **1 Unit**
Calculus 1 Honors Prerequisites: Successful completion of Advanced Algebra.

Calculus 1 Honors is designed for students who excel in Math and includes the study of differential and integral calculus including the study of limits, functions, related rates, maxima and minima, area under a curve, volumes and other applications of the derivative and the integral. This course is designed for a student planning to attend a four-year college or university.

414100CW **1 Unit**
Probability and Statistics Prerequisites: Successful completion of three math.

Probability and statistics includes the study of methods of data collection, how to organize data, the measure of central tendency, variation, sampling theory, hypothesis testing, and making inferences from samples. Emphasis will be placed on developing skills, which apply statistical methods in the decision-making process as well as on improving problem-solving skills.

417100AW **1 Unit**
Statistics/AP Prerequisites: No less than a "B" in at least three Honors level math courses.

Statistics/AP is designed for the student who has a thorough understanding of Advanced Algebra and who is planning to attend a four-year college. This course will include instruction in exploratory analysis, planning and implementing a study, probability, and statistical inference. Students taking Statistics/AP are required to have a graphing calculator with statistical capabilities. Students are required to take the Advanced Placement Examination.

411300CW **1 Unit**
Algebra 3 Prerequisite: Successful completion of Geometry and Algebra 2.

Algebra 3 focuses on the continuation of the study of Algebra topics. This course includes the study of systems of equation and inequalities, polynomial, rational, radical, exponential, logarithmic, absolute value, and piecewise functions.

411300HW **1 Unit**
Algebra 3/Honors Prerequisite: Successful Completion of Algebra 2/Honors & Geometry/Honors with no less than a "B".

This course is designed for students who intend to take Calculus. Algebra 3 Honors focuses on the continuation of the study of a Algebra topics. This course includes the study of polynomial, rational, radical, exponential, logarithmic, absolute value, piecewise functions, and conic sections. Emphasis will be placed on applications and the rigorous development of ideas. This course requires a mastery of Algebra 1 & 2 skills as well as dedication by the learner.

413120CW **1 Unit**
Pre-Calculus Prerequisites: Successful completion of Algebra 2, Algebra 3, and Geometry with no less than a "C" in all courses.

Pre-Calculus includes the study of degree and radian measure, the Unit Circle, right triangle trigonometry, graphing and solving trigonometric equations, and basic trigonometric identities.

413120HW **1 Unit**
Pre-Calculus/Honors Prerequisites: Successful completion of Algebra 3/Honors, Algebra 2/Honors and Geometry/Honors with no less than a "B" in all courses.

This course is designed for students who intend to take Calculus/AP. This course includes the study of radian and degree measure, the Unit Circle, the trigonometric functions, and trigonometric equations. This course helps students develop skills sufficiently to write and use the definition of trigonometric functions; sketch the graph of the trigonometric equations. This course helps students develop skills of the trigonometric functions; prove identities; solve trigonometric equations; learn and then apply the law of sines and cosines. This course requires a mastery of Algebra and Geometric skills as well as dedication by the learner.

413500CW **1 Unit**
Calculus 1 Prerequisites: Successful completion of Advanced Algebra.

Calculus 1 includes the study of differential and integral calculus including the study of limits, functions, related rates, maxima and minima, area under a curve, volumes and other applications of the derivative and the integral. This course is designed for a student planning to attend a four-year college or university.

413500HW **1 Unit**
Calculus 1 Honors Prerequisites: Successful completion of Advanced Algebra.

Calculus 1 Honors is designed for students who excel in Math and includes the study of differential and integral calculus including the study of limits, functions, related rates, maxima and minima, area under a curve, volumes and other applications of the derivative and the integral. This course is designed for a student planning to attend a four-year college or university.

417000AW
Calculus AB/AP

1 Unit

Prerequisites: Successful completion of Advanced Algebra/Honors and a grade of "A" or "B" in all honors math course prior to Calculus/AP.

Calculus AB/AP is intended for students who have a thorough knowledge of analytic geometry, elementary functions, algebra, geometry, and trigonometry. This course will include instruction in differential and integral calculus topics that typically included in an introductory college calculus course. Topics include related rates, optimization, numerical methods, growth and decay, area under a curve and volume.

Students taking Calculus AB/AP are required to have a graphing calculator and are required to take the Advanced Placement Examination. This course is designed for the student planning attend a four-year college.

417200AW
Calculus BC/AP

1 Unit

Prerequisite: Successful completion of Calculus AB/AP with a grade of "B" or better average.

Calculus BC/AP is intended for students who have a thorough knowledge of analytic geometry, elementary functions, algebra, geometry, and trigonometry. This course will include instruction in advanced topics involving differential and integral calculus. Other topics include parametric equations, vector equations, graphs in polar coordinates, sequences and series, indeterminate forms, improper integrals, and slope fields.

Students taking Calculus BC/AP are required to have a graphing calculator and will be required to take the Advanced Placement Examination. This course is designed for the student planning to attend a four-year college.

413300EW / 413400EW
Math 110 and 111/PTC

2 Units (6 College Hours-Dual Credit Available with tuition at PTC)

Prerequisites: Successful completion of Pre-Calculus -Trigonometry CP or Honors.

MAT 110 College Algebra includes the following topics: polynomials, rational, logarithmic and exponential functions; inequalities; systems of equations and inequalities; matrices; determinants; and solutions of higher degree polynomials.

MAT 111 College Trigonometry includes the following topics: trigonometric and circular functions; trigonometric identities; solutions of right and oblique triangles; solution of trigonometric equations; polar coordinates; complex numbers including DeMoivre's theorem; vectors; conic sections; sequences and series; and parametric equations. Prerequisite MAT 110.

414300EW
Math 120/PTC

1 Unit (3 College Hours-Dual Credit Available with tuition at PTC)

Prerequisites: Successful completion of Pre-Calculus — Trigonometry Honors.

MAT 120 Probability and Statistics includes the following topics: introductory probability and statistics including organization of data, sample space concepts, random variables, counting problems, binomial and normal distribution, central limit theorem, confidence intervals and test hypotheses for large and small samples, types I and II errors, linear regression and correlation.

413600EW
Math 140/PTC

1 Unit (3 College Hours-Dual Credit Available with tuition at PTC)

Prerequisites: Successful completion of Pre-Calculus — Trigonometry Honors.

MAT 140 Analytical Geometry and Calculus I includes the following topics: derivatives and integrals of polynomial, rational, logarithmic, exponential, trigonometric and inverse trigonometric functions; curve sketching; maxima and minima of functions; related rates; work; and analytic geometry



Science Curriculum



[Graduation Requirements](#)

Three units of science are required for a high school diploma. Students have the option of taking technology preparation, college preparation, or honors courses. Students taking technology preparatory courses should take Anatomy and Disease, Biology CP, Biology 2/Zoology, and Applied Physics or Applied Chemistry. Students electing to take the college preparatory program should take a course in each of the sciences: Biology, Chemistry, Physics and other sciences. Several electives are appropriate for this group of students. Honor students should take Biology/Honors, Chemistry/Honors, and Physics/Honors. Honors level students are recommended to take science courses each year. State required end-of-course test in Biology must be completed by the student's second year in high school and will count as 20% of the final course grade.

321100CW
Physical Science

1 Unit

This course is the foundation course and is designed to provide students with knowledge of science principles involved in everyday living in the 21st century. Units of study include a nine weeks of basic chemistry with topics in properties of matter, atomic structure, and chemical reactions, and a nine weeks of basic physics with topics in energy, force, motion, machines, light, sound, electricity, and magnetism. Students will find this course excellent preparation for College Preparatory Biology 1, Chemistry 1, and Physics 1. Skills for this course are correlated with skills learned in Algebra 1, College Preparatory. Not recognized as lab science by Commission of Higher Education

321100HW
Physical Science/Honors

1 Unit

This course is designed for students performing at an advanced level in mathematics and science. It involves intensive study of physical science principles in preparation for further study in Honors and Advanced Placement high school science courses and college courses for science majors. Units of study include a nine-week of basic chemistry with topics in properties of matter, atomic structure, and chemical reactions and a nine-weeks of basic physics with topics in energy, force, motion, machines, light, sound, electricity, and magnetism. Exploration of these topics through hands-on lab work. Skills for this course are correlated with skills learned in Algebra 1 and Geometry Honors. Not recognized as lab science by Commission of Higher Education.

326300CW
Anatomy and Physiology

1 Unit

Prerequisite: Recommended for Grade 9 Students Meeting Identified Criteria.

Anatomy and Physiology is designed to give an introduction to the concepts involved in the levels of organization of the human body from the tissue level to the major body systems. Students will study the immune system and the prevention and treatment of diseases.

322100CW
Biology 1

1 Unit

Prerequisite: Successful completion of Algebra 1 or in conjunction with Algebra 1.

Biology 1 is designed to introduce first-year biology students to the most basic unit of life—the cell. During the first section, students will use laboratory experience and lecture to become more familiar with the cell and its functions such as cell respiration, protein synthesis, reproduction, and heredity. During the second section, students are introduced to basic anatomy and physiology of vertebrates, including humans. With this basic foundation, students will study multicultural organisms such as the earthworm, clam, crayfish, frog, and perch through dissections. Students will study classification and learn how this is related to an organism's morphology. The students will also be introduced to the structure and function of plants and gain an understanding of their economic importance. Finally, students will gain an understanding of interrelationships of living organisms in their environment. Biology 1 must be taken by the end of the second year of high school. A state end-of-course exam will count as 20% of the final grade.

322100HW
Biology 1/Honors

1 Unit

Prerequisites: Successful completion of Algebra 1 or in conjunction with Algebra 1 Honors and Teacher Recommendation.

Biology 1/Honors is designed for students who excel in science and math and will prepare them for Advanced Placement science courses. Students will have an in-depth study of the cell and cellular processes. Laboratory experiences will include microscopic work and introduction to analytical skills involving biochemical and mathematical procedures used in the laboratory. This course will also provide an introduction to anatomy and physiology of vertebrates, including humans. With this basic foundation, students will study comparative anatomy with use of various dissections. The structure and function of plants will be introduced and students will explore the impact of human activities on the biosphere. Biology 1 must be taken by the end of the second year of high school. A state end-of-course exam will count as 20% of the final grade.

322202CW
Biology 2/Zoology

1 Unit

Prerequisites: Successful completion of Biology 1 and Chemistry 1 are recommended.

Biology 1/Zoology will cover the major animal kingdoms, phyla, and classes. The systems of each, as well as the differences among them, will be emphasized. Laboratory experiences will include dissection of the dogfish shark and the white rat.

322201HW **1 Unit**
Biology 2/Anatomy and Physiology/Honor Prerequisites: Successful completion of Biology 1/Honors and Chemistry 1/Honors with a "B" average or better.

Biology 2/Anatomy and Physiology/Honors includes the basic concepts of human anatomy and physiology. The major body systems — their components, functions, and diseases — are studied. Special emphasis is placed on the concept of homeostasis in the physiology of each system. Lab experiences include the dissection of the fetal pig and microscope studies. Students are encouraged to take this course prior to taking Biology/AP.

322202HW **1 Unit**
Biology 2/Genetic/Honors Prerequisites: Successful completion of Biology 1/Honors with a "B" average or better and Chemistry 1 with a "B" average or better.

Biology 2/Genetics/Honors is designed for *the* advanced student who has a desire to conduct an in-depth study in the ever-changing field of genetics. Students will cover principles of both Mendelian and molecular genetics. Students will compare chromosomes and gene mutations as well as investigate chromosome-mapping techniques. Students will participate in various labs such as karyotyping and genetic crossing. Students will uncover the importance of genetics in today's society through the Human Genome Project and genetic crossing. Students will also look at the future of genetics in the fields of medicine and agriculture.

327200AW **1 Unit**
Biology AP Prerequisites: Successful completion of Biology 1/Honors, Chemistry 1/Honors, Biology 2 Genetics/Honors with a "B" average or better is recommended.

Biology/AP is designed to introduce students who have excelled in previous science and math courses to college level material and is considered the equivalent to a first year introductory course for a college freshman majoring in biology. Major topics of study will include emphasis on biochemical processes, molecular and Mendelian genetics, population genetics, speciation, botany and zoology. Biological themes such as homeostasis, correlation of structure to function and science technology and society will be emphasized throughout the course to help the student unify topics and apply concepts. Laboratory experiments and analysis of laboratory data will be a major component of the course. Students should be aware that some afternoon lab activities may be required for this course. Students must take Biology 2-Genetics and Biology AP in the same school year. The Advanced Placement Examination is a requirement of this course.

327700AW **1 Unit**
Environmental Science AP Prerequisites: Successful completion of Biology 1/Honors, Chemistry 1/Honors, with a "B" average or better is recommended.

Environmental Science AP is designed to help students explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students will take part in laboratory investigations and field work. The Advanced Placement Examination is a requirement of this course.

326100CW **1 Unit**
Environmental Science/Ecology Prerequisites: Successful completion of Biology 1

Environmental Science/Ecology is designed to help students understand and solve environmental problems such as pollution, resource shortages, and over population. The course will begin with ecosystem structures and factors that cause balance or imbalance such as population growth. Each resource in an ecosystem will be examined. These will include food, wildlife, water, energy, and air. The course will conclude by showing relationships between pollution, economics, and government.

323100CW **1 Unit**
Chemistry 1 Prerequisites: Successful completion of Algebra 1 or in conjunction with Algebra 1.

Successful completion of Algebra 1 or in conjunction with Algebra 1.

Chemistry 1 is intended for students who plan to attend a four-year college and may have to take chemistry as part of their college curriculum. The content covered in this course includes atomic theory, nomenclature formula writing, writing and balancing equations, stoichiometry, gas laws, calorimetry, molecular structure and hybridization, intermolecular forces, colligative properties, equilibrium, reaction rates, and acids and bases.

323100HW **1 Unit**
Chemistry 1/Honors Prerequisite: Successful completion of Algebra 1 Honors and Geometry Honors with a B average and completed or currently enrolled in Algebra 2 Honors

Chemistry 1/Honors is intended for the student who intends to enter a four-year college and may pursue a career in science or intends to enroll in Chemistry/AP later in high school. The content covered in this course includes a rigorous study of atomic theory,

nomenclature, formula writing, writing and balancing reactions, stoichiometry, gas laws, calorimetry, molecular structure and hybridization, intermolecular forces, colligative properties, equilibrium, reaction rates, acid and bases and nuclear chemistry.

First preference for this course will be given to students identified on the weighted profile as gifted. Based on state regulations, class size is limited to twenty students. Other students may be given provisional trial placement based on acceptable achievement test scores, prerequisites, demonstrated past performance, and availability of space.

323200HW

1 Unit

Chemistry 2/ Honors

Prerequisites: Successful completion Chemistry 1 /Honors or an **"A"** in Chemistry 1. (This course is highly recommended for students planning to take Biology/AP.) Successful completion of Chemistry 1/Honors with an **A** AND Algebra 2/Honors with a B average. Teacher recommendation and approval by the instructing teacher is required if prerequisites are not met. (This course is the precursor for Chemistry/AP and is required for students taking Chemistry/AP).

Chemistry 2/Honors involves a more in-depth study of chemistry and its applications. The course is intended for students that plan to take Chemistry/AP and are going into a science discipline in college which will require a strong chemistry background. The applications of chemistry that are emphasized in the course involve solution chemistry, gas chemistry, chemical kinetics, chemical equilibrium, acid/base chemistry, thermodynamics, and electro chemistry with experimental and analytical methods related to each topic. The applications of these topics require a strong background in basic algebraic concepts.

327300AW

1 Unit

Chemistry/AP

Successful completion of Chemistry 2/Honors with an **A** AND Algebra 2/Honors with a B average. Teacher recommendation and approval by the instructing teacher is required if prerequisites are not met. (Students are strongly encouraged to take Chemistry 2/Honors and Chemistry/AP in the same academic year).

Chemistry/AP involves advanced studies in most of the topics of Chemistry 1/Honors and Chemistry 2/Honors but in more vigorous depth and with a very large workload volume required outside of the course. The topics include atomic and quantum theory, electronic structure and bonding, spectroscopic methods, quantitative analysis of chemical reactions, solution chemistry, gas chemistry, chemical kinetics, chemical equilibrium, acid/base chemistry, thermodynamics, and electrochemistry. In addition, there are 16 advanced laboratory experiments in which students use experimental techniques and methods to report on the topics presented herein. The course is intended for students who wish to place beyond the general college course typically required of college freshman or are going into a science or engineering discipline in college which will require a strong chemistry or analytical background. The Advanced Placement Examination is a requirement for the course.

324100CW

1 Unit

Physics

Prerequisite: Successful completion of Algebra 2 or Geometry.

Physics is a study of mechanics; heat and thermodynamics; waves, optics and sound; electricity and magnetism; and modern physics.

324100HW

1 Unit

Physics/Honors

Prerequisite: Successful completion of Geometry/Honors **"B"** average in or successful completion of Algebra 2.

Physics is a study of mechanics; heat and thermodynamics; waves, optics and sound; electricity and magnetism; and modern physics.

327500AW

1 Unit

Physics/AP Mechanics

Prerequisites: Successful completion of Physics/Honors (with **"C"** or better) or Physics (with **"B"** average or better) and Calculus AP. Students should enroll in both Physics AP/Mechanics and Physics AP Electricity and Magnetism.

Physics/AP Mechanics provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. The course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the sciences, engineering, or pre-medicine. Students should be familiar with algebra and trigonometry. Methods of calculus are used in formulating physical principles and in applying them to physical problems. The Advanced Placement Examination is a requirement of this course.

327600AW

1 Unit

Physics/AP Electricity and Magnetism

Prerequisites: Successful completion of Physics/Honors (with **"B"** average or better) or Physics (with an **"A"** average or better) and Physics/AP Mechanics and Calculus/AP.

Physics/AP Electricity and Magnetism is a study of electricity and magnetism on the calculus-based level. Calculus will be used fluently in the course. Topics of discussion include electrostatics; conductors and dielectrics; electric currents; magneto statics; and electromagnetism. The Advanced Placement Examination is a requirement of this course.

324700EW/324800EW
Physics 201/202 PTC

2 Units (8 College Hours-Dual Credit Available with tuition at PTC)
Prerequisites: This course is for juniors or seniors with at least a 3.000
GPA and successful completion of Physics Honors.

Physics 201 is the first in a sequence of physics courses. Topics include mechanics, wave motion, sound, heat, electromagnetism, optics and modern physics. Co-requisite: MAT 102 or appropriate algebra placement score.
PHY 202 covers physics topics including mechanics, wave motion, sound heat, electromagnetism, Optics, and Modern Physics.
Successful completion of Physics 201 is prerequisite for this course.



Social Studies Curriculum



[Graduation Requirements](#)

331000CW

World Geography CP

1 Unit

Prerequisite: Recommended for Grade 9.

World Geography is designed to study the broad impact of economics, social, political, and physical geography on how man lives. A variety of resources will be used in addition to the textbook, encouraging high level thinking processes and introducing different strategies such as simulations and small group processes that emphasize student responsibility for learning.

331000HW

World Geography/Honors

1 Unit

Prerequisite: Teacher Recommendation

World Geography/Honors incorporates aspects of the social sciences - history, economics, anthropology, sociology, and political science - into a framework, which students can use to deal with complex global issues and to promote global understanding. Global warming, acid rain, political and racial strife, a shrinking ozone layer, changes in world economic systems, a global population exceeding six billion - these matters and others face today's students. Our interdependent world requires citizens who are able to understand these issues and function comfortably not only in their own community but also in the world community. Geography is much more than just knowing the location of states and their capitals; it is knowing about the entire world.

339954CW

Early America

1 Unit

Prerequisite: This course is designed for students who plan to take United States History CP.

Early America is designed to take an in-depth look at developments in American history. A major focus of the course will be the impact of social, political, and economic changes. Special attention will be given to changes in demographics.

339954HW

Early America/Honors

1 Unit

Prerequisite: This course is designed for students who plan to take United States History/AP or United States History Honors.

Early America is designed to take an in-depth look at developments in American history. A major focus of the course will be the impact of social, political, and economic changes. Special attention will be given to changes in demographics.

332000CW

United States History/Constitution

1 Unit

Prerequisite: Recommended for Grades 11.

United States History/Constitution covers the history of the United States from the Age of Exploration through current topics. The course will concentrate on a study of the social, economic, political, geographical, and cultural aspects of American society. This course is designed to prepare students for college history courses. A state end-of-course exam will count as 20% of the final grade.

332000HW

United States History/Constitution/Honors

1 Unit

Prerequisite: Recommended for Grades 11.

United States History/Constitution/Honors covers the history of the United States from the Age of Exploration through current topics. The course will concentrate on a study of the social, economic, political, geographical, and cultural aspects of American society. Students will develop skills that will enable them to analyze, interpret, and critique literature through the wealth of reading required in this course. This course is designed to prepare students for college history courses. A state end-of-course exam will count as 20% of the final grade.

337200AW

United States History/AP

1 Unit

Prerequisites: Successful completion of Early American History Honors and teacher recommendation.

United States History/AP is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in American History. The course prepares students for intermediate and advanced college course by making demands upon them equivalent to those of full-year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, their reliability, and their importance — and to weigh the evidence and interpretations presented in historical scholarship. Students will be required to take the Advanced Placement Examination and the state mandated End-Of-Course exam, which counts 20% of the final grade.

336600EW/336700EW

Western Civilization/HIS 101 and 102/PTC

2 Units (6 College Hours-Dual Credit Available)

Prerequisite: Teacher Recommendation.

Western Civilization/HIS 101 is a survey of Western Civilization from Ancient times to 1689, including the major political, social, economic, and intellectual factors shaping Western cultural tradition. This course earns three college hours and one high school credit. Western Civilization/HIS 102 is a survey of Western Civilization from 1689 to the present, including major political, social, economic, and intellectual factors shaping Western cultural tradition. This course earns three college hours and one high school credit.

Successful completion of Honors level curriculum work prior to entering dual enrollment courses increases student success. Tuition is charged for these dual enrollment courses.

335000CH **0.5 Unit**
Economics Prerequisite: Teacher Recommended for Grade 12

This course is designed to improve understanding of basic economic concepts so that students become more effective citizens. A general overview of economic issues, models, and theories is provided, along with an introduction to important personal finance topics.

335000HH **0.5 Unit**
Economics/Honors Prerequisite: Teacher Recommendation.

Economics/Honors introduces students to important concepts of microeconomics and personal finance. Emphasis is placed on supply and demand and prices in the market system, using economic models as tools for understanding. Fiscal and monetary policies are also studied as forces affecting the nation's economic well-being. Use of video presentations and simulations of financial markets are also used. Independent research and writing are required.

333000CH **0.5 Unit**
Government Prerequisite: Recommended for Grade 12.

Government concentrates on American Government and is a study of the American Federal System of Government with emphases on the principles that are an integral part of this system. Special emphasis is placed upon the role of the legislative, executive, and judicial branches of government within this complex system. Students will be required to take a civics test.

333000HH **0.5 Unit**
Government/Honors Prerequisite: Teacher Recommendation.

Government/Honors provides students with an overview of the American Federal System of Government. Emphases is placed on the philosophical underpinnings of our government, historical development of our government, individual rights and responsibilities of citizens, and the three branches of our government. The overall framework for this course is provided through a study of the United States Constitution. Outside reading, research, and writing are required. Students will be required to take a civics test.

339920CW **1 Unit**
African-American History

African-American History is a general survey course of the African-American society. The major focus of this course is the period since 1865. The study of personalities and organizations will make up the major components of the course. Each student is required to complete eight, one-page biographical sketches and prepare a written/oral book report.

339921CW **1 Unit**
Military History

Military History is designed as a careful study of selected military involvements, giving emphasis to cause and effect. During much of its history, the United States has found itself engaged in war. Although some attention will be given to war strategies and national leadership, these will not be considered as the major thrust of the course.

337900AW **1 Unit**
Human Geography/AP Prerequisite: Teacher Recommendation.

Human Geography/AP introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organizations and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

333100EW **1 Unit (3 College Hours-Dual Credit Available with tuition at PTC)**
American Government/PSC 201/PTC

PSC 201 American Government is a study of national governmental institutions with emphasis on the Constitution, the functions of executive, legislative and judicial branches, civil liberties and the role of the electorate.

335700EW **1 Unit (3 College Hours-Dual Credit Available with tuition at PTC)**
Macroeconomics ECO 210/PTC

EXO 210 Macroeconomics includes the study of fundamental principles and policies of a modern economy to include markets and prices, national income accounting, cycles, employment theory and fiscal policy, banking and monetary controls and the government's role in economic decisions and growth.

334000CW
Psychology

1 Unit

Prerequisite: None.

Psychology is designed to orient students to the nature and purposes of psychology by defining psychology and comparing it to other methods of explaining behavior. Other areas to be studied include parapsychology, the learning process, hereditary and cultural influences on behavior, and development-physical, motor, emotional, social, intellectual, and personality. It is highly recommended that a student has successfully completed one unit in biology before taking psychology. Students will investigate feelings of inferiority, frustration, conflict, stress, and anxiety. Methods of coping with everyday problems, e.g., defense/escape mechanisms, will be covered. In addition, mental illness (Neurosis/psychosis) will be explained along with the methods of treatment, such as psychotherapy, chemotherapy, and shock therapy. Toward the end of this course, attention will be directed to the area of social psychology, focusing on such topics as person-to-person relations, attitude formation, and group behavior.

437100AW
Psychology/AP

1 Unit

Prerequisite: Teacher Recommendation.

Psychology/AP is designed as a college-level course that is an intensive study of human behavior. This course will follow the prescribed advanced placement criteria. Students will be expected to take the Advanced Placement Exam in May.

334500CW
Sociology

1 Unit

Prerequisite: None.

Sociology provides students with a comprehensive examination of the basic concepts, principles, and methods central to the scientific study of sociology. There are three major goals to be met. The first goal is to teach students to think like sociologists. The second goal is to help students develop a sociological imagination, which will enable them to view their own lives within a larger social and historical context. The third goal is to help students understand and appreciate the rich diversity that is possible in social life by exposing them to data from a wide variety of cross-cultural and historical sources.

AP Courses Offered

357401AW

Art/AP ArtStudio, Two-Dimensional

1 Unit

Prerequisites: Successful completion of Art Basics, Two-Dimensional Design, Portfolio Submission, Advanced Two-Dimensional Design, and/or Teacher Recommendation.

Art/AP Art Studio, Two-Dimensional Design Portfolio consists of three sections:

Section 1: Quality consists of five actual works.

Section 2: Concentration consists of twelve ~~sets~~ some may be details. Section

3: Breadth consists of twelve ~~works~~; one slide of each is submitted.

Works from each section of the portfolio are in some way related to art history, criticism, and/or art heritage.

357200AW

Art/AP Art Studio, Drawing Portfolio

1 Unit

Prerequisites: Successful completion of Art Basics, Drawing and Painting, Advanced Drawing and Painting, and/or Teacher Recommendation, Portfolio Submission.

Art/AP Art Studio, Drawing Portfolio consists of three sections:

Section 1: Quality consist of five actual drawings; maximum size is 18' x 24'.

Section 2: Concentration consists of twelveslides; some may be details.

Section 3: Breadth consists of twelve works; one slide of each is submitted.

Works from each section of the portfolio are in some way related to art history, criticism. And/or art heritage.

327200AW

Biology AP

1 Unit

Prerequisites: Successful completion of Biology 1/Honors, Physics/Honors, Chemistry 1/Honors, Biology 2 Genetics/Honors with a "B" average or better is recommended.

Biology/AP is designed to introduce students who have excelled in previous science and math courses to college level material and is considered the equivalent to a first year introductory course for a college freshman majoring in biology. Major topics of study will include emphasis on biochemical processes, molecular and Mendelian genetics, population genetics, speciation, botany and zoology. Biological themes such as homeostasis, correlation of structure to function and science technology and society will be emphasized throughout the course to help the student unify topics and apply concepts. Laboratory experiments and analysis of laboratory data will be a major component of the course. Students should be aware that some afternoon lab activities may be required for this course. The Advanced Placement Examination is a requirement of this course. The Advanced Placement Examination is a requirement of this course.

417000AW

Calculus AB/AP

1 Unit

Prerequisites: Successful completion of Advanced Algebra/Honors and Trigonometry/Honors and a grade of "A" or "B" in all honors math course Prior to Calculus/AP.

Calculus AB/AP is intended for students who have a thorough knowledge of analytic geometry, elementary functions, algebra, geometry, and trigonometry. This course will include instruction in differential and integral calculus topics that typically included in an introductory college calculus course. Topics include related rates, optimization, numerical methods, growth and decay, area under a curve and volume.

Students taking Calculus AB/AP are required to have a graphing calculator and are required to take the Advanced Placement Examination. This course is designed for the student planning to attend a four-year college.

417200AW

Calculus BC/AP

1 Unit

Prerequisite: Successful completion of Calculus AB/AP with a grade of "C" or better average.

Calculus BC/AP is intended for students who have a thorough knowledge of analytic geometry, elementary functions, algebra, geometry, and trigonometry. This course will include instruction in advanced topics involving differential and integral calculus. Other topics include parametric equations, vector equations, graphs in polar coordinates, sequences and series, indeterminate forms, improper integrals, and slope fields.

Students taking Calculus BC/AP are required to have a graphing calculator and will be required to take the Advanced Placement Examination. This course is designed for the student planning to attend a four-year college.

327300AW**1 Unit****Chemistry/AP**

Successful completion of Chemistry 2/Honors with an A **AND** Algebra 2/Honors with a B average. Teacher recommendation and approval by the instructing teacher is required if prerequisites are not met and teacher recommendations are highly desirable even if prerequisites are met. (Students are strongly encouraged to take Chemistry 2/Honors and Chemistry/AP in the same academic year)

Chemistry/AP involves advanced studies in most of the topics of Chemistry 1/Honors and Chemistry 2/Honors but in more rigorous depth and with a very large workload volume required outside of the course. The topics include atomic and quantum theory, electronic structure and bonding, spectroscopic methods, quantitative analysis of chemical reactions, solution chemistry, gas chemistry, chemical kinetics, chemical equilibrium, acid/base chemistry, thermodynamics, and electrochemistry. In addition, there are 16 advanced laboratory experiments in which students use experimental techniques and methods to report on the topics presented herein. The course is intended for students who wish to place beyond the general college course typically required of college freshmen or are going into a science or engineering discipline in college

which will require a strong chemistry or analytical background. The Advanced Placement Examination is a requirement for the course.

AP Capstone**1 Unit****373000AW****AP Seminar**

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative team work, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.

373100AW**1 Unit****AP Research**

In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work.

477100AW**1 Unit****AP Computer Science Applications (A)**

Prerequisite: Grade of "B" or better in AP Computer Science Principles and permission of the instructor.

AP Computer Science A introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

477500AW**1 Unit****AP Computer Science Principles**

Prerequisite: Grade of "B" or better in Introduction to Computer Science Principles and permission of the instructor.

AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. The following computational thinking practices are stressed: connected computing, creating computational artifacts, abstracting, analyzing problems and artifacts communication, collaborating. The following big ideas of computing are stressed: creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact.

307100AW**1 Unit****English Language and Composition AP**

Prerequisite: No less than a "B" in Honors English 1, 2, 3.

English Language and Composition and AP is an intensive language and composition course designed for students who are highly motivated and have shown exceptional ability in verbal skills. In this course, students will demonstrate their skills in analyzing the rhetoric of prose passages. Students will also demonstrate their skills in composition by writing essays in various rhetorical modes. A summer reading list will be made available for all students.

Students will be required to take the Advanced Placement Examination.

307000AW**1 Unit****English Literature and Composition AP**

Prerequisite: No less than a "B" in Honors English 1, 2, 3 and enrolled In Advanced Literature and Composition.

English Literature and Composition and AP is an intensive literature and composition course designed for students who are highly motivated and have shown exceptional ability in verbal and composition skills. Students will demonstrate their ability to read selected poems and prose passages analytically and to write critical or analytical essays based on poems, prose passages, and complete novels or plays. A summer reading list will be made available for all students. Students will be required to take the Advanced Placement Examination.

327700AW**1 Unit**

Environmental Science AP Prerequisites: Successful completion of Biology 1/Honors, Chemistry 1/Honors, with a "B" average or better is recommended.

Environmental Science AP is designed to help students explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students will take part in laboratory investigations and field work. The Advanced Placement Examination is a requirement of this course.

337600EW**1 Unit**

European History AP Prerequisites: Successful completion of AP US History and Teacher recommendation.

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

367100AW**1 Unit****French/AP**

Prerequisite: Successful completion of French 5/Honors

French/AP is designed to provide a sound basis of linguistic competence especially in the areas of vocabulary development, grammar proficiency, and reading and listening skills. Within the context of various listening activities, students should be able to understand French intonation patterns and complex structures. Speaking skills will be emphasized, preparing the student to speak accurately and spontaneously. Students will also practice writing precisely, convincingly, and correctly on topics of general interest. The Advanced Placement Examination and purchase of a workbook are requirements of this course.

337900AW**1 Unit****Human Geography/AP**

Prerequisite: Teacher Recommendation.

Human Geography/AP introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organizations and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

357600AW**1 Unit****AP Music Theory**

The goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of aural skills, sight-singing skills, written skills, compositional skills, and analytical skills.

327500AW**1 Unit****Physics/AP Mechanics**

Prerequisites: Successful completion of Physics/Honors (with "C" or Better) or Physics (with "B" average or better) and Calculus.

Physics/AP Mechanics provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. The course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the sciences, engineering, or pre-medicine. Students should be familiar with algebra and trigonometry. Methods of calculus are used in formulating physical principles and in applying them to physical problems. The Advance Placement Examination is a requirement of this course.

327600AW**1 Unit****Physics/AP Electricity and Magnetism**

Prerequisites: Successful completion of Physic/Honors (with "B" Average or better) or Physics (with an "A" average or better) and Physics/AP Mechanics and Calculus/AP.

Physics/AP Electricity and Magnetism is a study of electricity and magnetism in the calculus-based level. Calculus will be used fluently in the course. Topics of discussion include electrostatics; conductors and dielectrics; electric currents; magneto statics; and electromagnetism. The Advanced Placement Examination is a requirement of this course.

437100AW**1 Unit****Psychology/AP**

Prerequisite: Teacher Recommendation.

Psychology/AP is designed as a college-level course that is an intensive study of human behavior. This course will follow the

prescribed advanced placement criteria. Students will be expected to take the advanced Placement Exam in May.

367500AW
Spanish /AP

1 Unit

Prerequisite: Successful completion of Spanish 5/Honors

Spanish/AP is designed to provide a sound basis of linguistic competence, especially in the areas of vocabulary development, grammar proficiency, and reading and listening skills. Within the context of various listening activities, students should be able to understand Spanish intonation patterns and complex structure. Speaking skills will be emphasized, preparing the student to speak accurately and spontaneously. Students will also practice writing precisely, convincingly, and correctly on topic of general interest. The Advanced Placement Examination and purchase of workbook are requirements of this course.

337200AW
United States History/AP

1 Unit

Prerequisites: Successful completion of Early American History and Teacher recommendation.

United States History/AP is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in American History. This course prepares students for intermediate and advanced college course by making demands upon them equivalent to those of full-year introductory college courses. Students should learn to assess historical interpretations presented in historical scholarship. Students will be required to take the Advanced Placement Examination and the state mandated End-Of-Course exam, which counts 20% of the final grade.

HEALTH AND PHYSICAL EDUCATION CURRICULUM

Physical Education 1 includes the study of health and physical education that is required for a high school diploma. This course will be divided into two sections. One section will involve a personal wellness and fitness component. This part of the course will present a variety of topics related to health and physical fitness, such as cardiovascular and muscular endurance, exercise and weight control, and nutrition. Students will also learn how to plan and implement an exercise program. The other section of this course involves a lifetime fitness component with an emphasis on a variety of team and individual activities. Students will choose from the combinations of courses below to meet the required physical education unit for graduation.

<p>344108CW Physical Education 1/ZP Ultimate Frisbee/Table Tennis</p>	<p>Prerequisite: None</p>	<p>1 Unit</p>
<p>344109CW Physical Education 1/FP Flag Football/Table Tennis</p>	<p>Prerequisite: None.</p>	<p>1 Unit</p>
<p>344110CW Physical Education 1/SB Softball/Badminton</p>	<p>Prerequisite: None.</p>	<p>1 Unit</p>
<p>344101CW Physical Education 1/BB Basketball/Badminton</p>	<p>Prerequisite: None.</p>	<p>1 Unit</p>
<p>344103CW Physical Education 1NA Volleyball/Aerobics</p>	<p>Prerequisite: None.</p>	<p>1 Unit</p>
<p>344104CW Physical Education 1/BA Basketball/Aerobics</p>	<p>Prerequisite: None.</p>	<p>1 Unit</p>
<p>344106CW Physical Education 1NP Volleyball/Table Tennis</p>	<p>Prerequisite: None.</p>	<p>1 Unit</p>

344200CW **1 Unit**
Physical Education 2 Prerequisite: Successful completion of Physical Education 1.

Physical Education 2 provides a wellness and physical fitness program for students. Students will participate in lifetime sports such as badminton, bowling and table tennis. Team sports such as volleyball, basketball, and softball will be included. A school-issued gym suit is required.

344500CW **1 Unit**
Adaptive Physical Education Prerequisite: Doctor's statement.

Adaptive Physical Education is an individually designed course offered only to those with physical disabilities who cannot participate in regular physical education activities.

344300CW **1 Unit**
Physical Education 3/Weightlifting 1 Prerequisite: Average of **B** or better in Physical Education 1

Through Physical Education/Weightlifting 1 much may be gained from the systematic and intelligent application of modern weight training principles. Using the principle of overload, coupled with progressive resistance through a full range of motion, appears to be the most effective means of acquiring dynamic strength. Weightlifting is also an excellent way to develop flexibility, provided the exercise is executed through the entire range of motion. Systematic weight training applies the principles of resistance, overload, and specificity that will have positive effects on motor performance parameters and contribute to successful participation in sports.

344400CW **1 Unit**
Physical Education 4/Weightlifting 2 Prerequisite: **B** or better average in Weightlifting 1.

Physical Education/Weightlifting 2 is a continuation of Physical Education/Weightlifting 1.

349903CW **1 Unit**
Physical Education 5/Weightlifting 3 Prerequisite: **B** or better average in Weightlifting 2.

Physical Education/Weightlifting 3 is a continuation of Physical Education/Weightlifting 2.

349904CW **1 Unit**
Physical Education 6/Weightlifting 4 Prerequisite: **B** or better average in Weightlifting 3.

Physical Education/Weightlifting 4 is a continuation of Physical Education/Weightlifting 3.

349905CW **1 Unit**
Physical Education 7/Weightlifting 5 Prerequisite: **B** or better average in Weightlifting 4

Physical Education/Weightlifting 5 is a continuation of Physical Education/Weightlifting 4.

349906CW **1 Unit**
Physical Education 8/Weightlifting 6 Prerequisite: **B** or better average in Weightlifting 5

Physical Education/Weightlifting 6 is a continuation of Physical Education/Weightlifting 5.

349907CW **1 Unit**
Physical Education 9/Weightlifting 7 Prerequisite: **B** or better average in Weightlifting 6.

Physical Education/Weightlifting 7 is a continuation of Physical Education/Weightlifting 6.

FINE ARTS CURRICULUM

The Commission of Higher Education added a fine arts requirement, which became effective with students who entered college as freshmen in Fall 2011. In addition to the courses listed in the Fine Arts Curriculum section, there are fine arts courses available through Piedmont Technical College, Lander University, and VirtualSC, a free state-sponsored online program, which includes music and art history and meets the CHE requirement.

351100CW **1 Unit**
Art Appreciation Prerequisites: None:

Art Appreciation course is a survey of painting, sculpture, architecture, and the elements of design. The history and art of past and present world cultures is introduced. The course is designed to enable students to identify, evaluate, and comprehend various forms and styles of art. The course also explores career opportunities in the various fields of art.

350100CW **1 Unit**
Art 1 Prerequisite: None.

Art Basics is a structured course that includes the study of the visual elements and principles of design through the use of two-dimensional and three-dimensional media. Careers in the field of art will be investigated. Students will gain an appreciation of art, art heritage, and art criticism as a part of their study. A weekly sketchbook is required.

350200CW **1 Unit**
Art 2 Prerequisite: Successful completion of Art Drawing 1, Art Drawing 2, teacher recommendation, and submit portfolio

Art 2 is to be taken in the fall semester prior to the spring semester of AP Studio 2D Design and Drawing.

350300CW **1 Unit**
Art 3 Prerequisite: Successful completion of Art 3D Design 1, Art 3D Design 2, teacher recommendation, and submit portfolio

Art 3 is to be taken in the fall semester prior to the spring semester of AP 3D Design Studio.

352100CW **1 Unit**
Art Drawing 1 Prerequisite: Successful Completion of Art 1 (**Grade C or above**)

Art Drawing 1 is an introduction to application and composition in drawing and painting that will include a variety of media and an introduction to the application of design. Some media included are charcoal, colored pencils, pastels acrylic paint and watercolor. In addition, commercial and graphic design, printmaking, photography, mixed media and technology based projects. Art appreciation, art heritage and art criticism are integrated throughout the course.

352200CW **1 Unit**
Art Drawing 2 Prerequisite: Successful completion of Art Drawing 1 (**Grade C or above**)

Advanced Two-Dimensional Design is a comprehensive study of design and production of art through mastering techniques and skills in drawing and painting. This course will include art appreciation, art heritage and art criticism. A sketchbook is required.

357401AW **1 Unit**
Art/AP Art Studio, Two-Dimensional Prerequisites: Successful completion of Art Drawing 1, Art Drawing 2, Art 2, Teacher recommendation and Portfolio Submission

Art/AP Art Studio, Two-Dimensional Design Portfolio consists of three sections:

Section 1: Quality consists of five actual works.

Section 2: Concentration consists of twelve slides; some may be details.

Section 3: Breadth consists of twelve works; one slide of each is submitted.

Works from each section of the portfolio are in some way related to art history, criticism, and/or art heritage.

357200AW
Art/AP Art Studio, Drawing Portfolio

1 Unit

Prerequisites: Successful completion of Art Drawing 1, Art Drawing 2, Art 2, Teacher recommendation and Portfolio Submission

Art/AP Art Studio, Drawing Portfolio consists of three sections:

Section 1: Quality consists of five actual drawings; maximum size is 18' x 24'.

Section 2: Concentration consists of twelve slides; some may be details.

Section 3: Breadth consists of twelve works; one slide of each is submitted.

Works from each section of the portfolio are in some way related to art history, criticism. And/or art heritage.

350500CW
Art 3D Design 1

1 Unit

Prerequisite: Successful Completion of Art 1 (*Grade C or above*)

Art 3D Design 1 is an exploration of art through sculpture, pottery, and papermaking and fiber arts. This course will include art appreciation, art heritage and art criticism. A sketchbook is required.

350600CW
Art 3D Design 2

1 Unit

Prerequisites: Successful completion of Art 3D Design 1 (*Grade C or above*)

Art 3D Design 2 is intended to develop a broader knowledge and skill set in three dimensional problem solving. This course will include art appreciation, art heritage and art criticism. A sketchbook is required.

350700CW
Art 3D Design 3

1 Unit

Prerequisite: Successful completion of Art 3D Design 2 (B or higher)

Description: This is an advanced ceramics course. Students in this class will use advanced ceramic building techniques to create works by hand and on a pottery wheel. Students must apply their previous knowledge of ceramics to create unique forms and vessels out of clay.

357502AW
**Art/AP Art Studio,
3-Dimensional Designs**

1 Unit

Prerequisites: Successful completion of Art 3D Design 1, Art 3D Design 2, Art 3, Teacher recommendation and Portfolio Submission

Art/AP Art Studio, Three-Dimensional Design is intended to address a broad interpretation of sculptural issues in depth and space. Art/AP Art Studio, Three-Dimensional Design consists of three sections:

Section 1: Quality consists of five works; two slides of each one.

Section 2: Concentration consists of twelve slides; some may be second views.

Section 3: Breadth consists of eight works; two slides of each are submitted.

Works from each section of the portfolio are in some way related to art history, criticism, and/or art heritage.

450100CW
Dance 1

1 Unit

Prerequisite: none

This course is designed to teach the basic fundamentals of dance, including but not limited to dance movement, dance styles, the anatomy of the body, creating basic choreography, and dance history. Previous dance experience is not required.

450200CW
Dance 2

1 Unit

Prerequisite: Successful completion of Dance 1 (B or higher)

This course is designed to further develop the dancer. Dance 2 focuses on technique, movement quality, creating basic choreography, awareness of the body and its use as an instrument of expression.

355100CW
Instrumental Music: Orchestra—Strings 1

1 Unit

Prerequisite: Students must be able to read music well, and understand and perform, intermediate level skills on a string instrument.

In Strings 1, students will review how to shift, vibrate, and play 2 octave scales. All orchestra students are required to attend all scheduled after school events including rehearsals and concerts.

355200CW
Instrumental Music: Orchestra—Strings 1

1 Unit

Prerequisite: Successful completion of Strings 1 (B or higher)

Students must be able to read music well, and understand and comfortably perform advanced level skills, such as advanced shifting and vibrato, on a string instrument. A higher level of maturity and self-discipline is required of students in this class. All orchestra students are required to attend all scheduled after school events including rehearsals and concerts.

351500CW

1 Unit

Media Arts 1

Media Arts 1 will acquaint students with the aesthetic and technical concepts involved in the creation of video and audio media. Students will analyze, interpret, and create media products containing images, sound, music, and language in a variety of formats including print, websites, and moving-image. The course is the foundation for students wishing to pursue a career path in film, web or graphic design.

351600CW

1 Unit

Media Arts 2

Media Arts 2 is intended to develop a broader know ledge and skill set with the aesthetic and technical concepts involved in the creation of video and audio media. Students will analyze, interpret, and create media products containing images, sound, music, and language in a variety of formats including print, websites, and moving-image.

452100CW

1 Unit

Theatre 1

Prerequisite: None

Theater 1 is a semester-long class focused in the process of creating and performing in theatre. The class meets during the school day with no after school rehearsal. Students will focus on acting technique, voice and speech, physicality on stage, and character development. They will also take on the responsibilities of other theater practitioners (director, playwright, designer, etc.) in order to develop their understanding of the various roles and how they support one another. Students are required to perform in class. Students must be willing to try new things, question existing assumptions, and respect different views of the world. Some classes may have the opportunity to perform as part of outreach in school, in other schools or in the community.

452200CW **1 Unit**
Theatre 2 Prerequisite: Successful completion of Theatre 1 and an Audition.

This is a semester-long, audition-only class focused on guiding students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises. Students will participate in activities designed to stimulate the imagination and encourage exploration of vocal and physical freedom. These skills will be further developed through acting exercises and text work. Students will be performing in and out of class. This course will require significant practice outside of the classroom, and it demands focus and professional behavior inside the classroom at all times.

452300CW **1 Unit**
Theatre 3 CP Prerequisites: Successful completion of Theatre 1 and 2 and an Audition.

This is an audition-only class that builds upon the techniques and exercises of Theatre 2 & 3. Students will focus on the physical, vocal, and mental preparation required for creating a role and preparing a performance, utilizing techniques and methodologies of Laban, Michael Chekhov, Anne Bogart, and Stanislavsky. Students will perform in and out of class. This class culminates in two public performances at the end of each semester (one play and one musical). This course will require significant practice outside of the classroom, and it demands focus and professional behavior inside the classroom at all times.

452400CW **1 Unit**
Theatre 4 Prerequisites: Successful completion of Theatre 1, 2 and 3.

Theatre 4/Acting and Directing is geared toward serious students who want to explore their full range of acting talents. Students will study several different acting techniques including; the Stanislavsky method, Lee Strasberg, James-Lange theory and others. Three monologues, duet scenes, and short group scenes in different styles will be required. Stage movement voice, projection, dialects, and stage combat will be studied and practiced. Students will also learn the fundamentals of directing and will be required to direct several of the one- and two- person scenes performed by classmates.

459981CW **1 Unit**
Musical Theatre Prerequisites: Grade 9, 10, 11, 12 and Instructor Approval

The emphasis of this course will be on the American musical theatre history, composers, lyricists, acting, dancing, and singing styles for the musical. Participation in the school musical is required. Students will create original mini-musicals and perform them for an audience.

356100CW **1 Unit**
Music Appreciation 1 Prerequisite: None.

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through the contemporary pieces from around the world. The first nine-weeks cover early musical forms, classical music, and American jazz. The second nine-weeks presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

459938CW **1 Unit**
Freshman Singers Prerequisite: Recommendation of Middle School Choral Director.

Freshman Singers is designed for ninth-grade students who have had at least two years of choral/general music. Students should be able to follow a musical score with some proficiency. Fundamentals of music, proper singing, and basic repertoire will be studied.

354100CW **1 Unit**
Chorus 1 Prerequisite: None.

Chorus I/Beginning Chorus is designed for students in grades 9-12 interested in learning the requirements for good singing and musicianship. This includes singing, listening to great music, discussing music literature, and learning how to read music. The fundamentals of music — notation, symbols, harmony, and writing — are stressed daily.

354200CW **1 Unit**
Chorus 2 Prerequisite: Successful completion of Chorus 1 and /or Approval of Choral Director.

Chorus is designed for the exceptionally musical student. Students will demonstrate proficiency in music reading, theory, history and creativity. Students will also identify and write examples of melodic and harmonic sight singing, and advanced melodic and harmonic dictation. Choral literature will be selected from collegiate repertoire. Students must be highly self-motivated to dedicate time outside of school for performances that include SC All-State auditions, State Choral Festival, two Seasonal Concerts, Choral Festivals, and community performances. Purchase of an outfit is required.

354300CW **1 Unit**
Chorus 3 Prerequisites: Successful completion of Chorus 2 and/or Approval of Choral Director.

Chorus 3 is a continuation of Chorus 2.

354400CW **1 Unit**
Chorus 4 Prerequisites: Successful completion of Chorus 3 and/or Approval of Choral Director.

Chorus 4 is a continuation of Chorus 3.

354500CW **1 Unit**
Chorus 5 Prerequisites: Successful completion of Chorus 4 and/or Approval of Choral Director.

Chorus 5 is a continuation of Chorus 4.

354600CW **1 Unit**
Chorus 6 Prerequisites: Successful completion of Chorus 5 and/or Approval of Choral Director.

Chorus 6 is a continuation of Chorus 5

459901CW **1 Unit**
Chorus 7 Prerequisites: Successful completion of Chorus 6 and/or Approval of Choral Director.

Chorus 7 is a continuation of Chorus 6.

459902CW **1 Unit**
Chorus 8 Prerequisite: Successful completion Chorus 7 and/or Approval of Choral Director.

Chorus 8 is a continuation of Chorus 7.

459940CW **1 Unit**
Mixed Chorus Prerequisite: None.

Designed for students in grades 9-12 interested in learning the requirements for good singing and musicianship. Students will learn to read voice parts, incorporate proper singing techniques and learn basic music theory including melodic and harmonic dictation. Performances are scheduled throughout the year that include two seasonal concerts, and state festival. Students must want to sing and perform. Purchase of an outfit is required.

459939CW **1 Unit**
Concert Choir Prerequisite: One Course in Choral Music.

Concert Choir is for students in grades 10-12. Students should be interested in learning the requirements for good singing and musicianship. Students will read voice parts, incorporated proper singing techniques and learn basic music theory including melodic and harmonic dictation. Performances are scheduled throughout the year that includes two seasonal concerts, and state festival. Purchase of an outfit is required.

357600AW **1 Unit**
AP Music Theory

The goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of aural skills, sight-singing skills, written skills, compositional skills, and analytical skills.

353100CW **1 Unit**
Instrumental Music: Band 1 Prerequisites: Successful completion of middle school band program and auditions

Instrumental Music: Band 1 is open to any student in grades 9-12 who meets the performance proficiency requirements. The primary goal of **Instrumental Music:** Band 1 will be to develop skills, know ledge, and techniques in musical performance, both individually and as a group. This course involves the coordination of musical skills with physical movement. Performance and entertainment will be emphasized. This band will represent the school at selected athletic events, band festivals, parades and contests. Students are required to participate in these activities. This course is taught during the fall semester. Rehearsals begin in early August. Practices will be held

after school hours. Students must be highly self-motivated and willing to dedicate time after school and on weekends to rehearse and participate in competitive activities. Purchas of uniform accessories is required. Performances and rehearsals will be used to factor grades.

353300CW **1 Unit**

Instrumental Music: Band 3

Prerequisite: Successful completion of **Instrumental Music: Band 1**, Concert or Symphonic Band or audition.

Instrumental Music: Band 2 is a continuation of **Instrumental Music:** Band 1. This course is taught during the fall semester. Rehearsals begin in early August. Practices will be held after school hours. Performances and rehearsals will be used to factor grades.

353500CW **1 Unit**

Instrumental Music: Band 5

Prerequisite: Successful completion of **Instrumental Music: Band 2**

Instrumental Music: Band 3 is a continuation of **Instrumental Music:** Band 2. This course is taught during the fall semester. Rehearsals begin in early August. Practices will be held after school hours. Performances and rehearsals will be used to fact or grades.

357800CW **1 Unit**

Instrumental Music: Band 7

Prerequisite: Successful completion of **Instrumental Music: Band 3**

Instrumental Music: Band 4 is a continuation of **Instrumental Music:** Band 3. This course is taught during the fall semester. Rehearsals begin in early August. Practices will be held after school hours. Performances and rehearsals will be used to factor grades.

53200CW Instrumental Music: Band 2 **1 Unit**

Prerequisites: Complete an audition to demonstrate performance proficiency and/or be recommended by the middle school band director.

Instrumental Music: Band 2 is open to any student in grades 9-12 who meets the performance proficiency requirements. The primary goal of Advanced Symphonic Band 1 will be to develop skills, knowledge, and techniques in musical performances on stage at a variety of public and school events. In this course, technical skills are developed more fully with emphasis on styles of music. Music literature will be studied for both reading and performing experience. Students who register for this course agree to attend rehearsals and activities deemed necessary by the director. The purchase of an outfit is required. This course will be taught during the spring semester.

353400CW **1 Unit**

Instrumental Music: Band 4

Prerequisites: Qualifying by audition or prior year participation and Successful completion of **Instrumental Music: Band 2**.

Advanced Symphonic Band 2 is a continuation of Advanced Symphonic Band 1. This course will be taught during the spring semester.

353600CW **1 Unit**

Instrumental Music: Band 6

Prerequisites: Qualifying by audition or prior year participation and successful completion of **Instrumental Music: Band 4**.

Advanced Symphonic Band 3 is a continuation of Advanced Symphonic Band 3. This course will be taught during the spring semester.

357900CW **1 Unit**

Advanced Symphonic Band 4/Wind Ensemble Instrumental Music: Band 8

Prerequisites: Qualifying by audition or prior year participation and successful completion of **Instrumental Music: Band 6**.

FOREIGN LANGUAGE CURRICULUM

361100CW **French 1**

1 Unit

Prerequisite: Recommended—"C" or better in previous Language Arts or English.

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the **novice low to novice high range on the ACTFL Proficiency scale**; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

361200CW **French 2**

1 Unit

Prerequisite: Recommended -"C" or better in French 1.

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the **novice mid to intermediate low range on the ACTFL Proficiency scale**; interpret, exchange, and present, information, concepts and idea both within the classroom and beyond in a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

361300HW **French 3/Honors**

1 Unit

Prerequisite: Recommended grade of "C" or better in French 2.

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the **novice high to intermediate mid-range on the ACTFL Proficiency scale**; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

361400HW **French 4/Honors**

1 Unit

Prerequisite: Successful completion of French 3/Honors.

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the **intermediate mid to intermediate high range on the ACTFL Proficiency scale**; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

361500HW **French 5/Honors**

1 Unit

Prerequisite: Successful completion of French 4/Honors.

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within **the intermediate mid to intermediate high range on the ACTFL Proficiency scale**; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

367100AW **French/AP**

1 Unit

Prerequisite: Successful completion of French 5/Honors.

French/AP is designed to provide a sound basis of linguistic competence especially in the areas of vocabulary development, grammar proficiency, and reading and listening skills. Within the context of various listening activities, students should be able to understand French intonation patterns and complex structures. Speaking skills will be emphasized, preparing the student to speak accurately and spontaneously. Students will also practice writing precisely, convincingly, and correctly on topics of general interest. The Advanced placement Examination and purchase of a workbook are requirements of this course.

365100CW
Spanish 1

Prerequisite: Recommended — "C" or better in previous Language Arts or English.

1 Unit

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice low to novice high range on the ACTFL Proficiency scale; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

365200CW
Spanish 2

Prerequisite: Recommended — "C" or better in Spanish 1.

1 Unit

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice mid to intermediate low range on the ACTFL Proficiency scale; interpret, exchange and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

365300HW
Spanish 3/Honors

Prerequisite: Recommended — "C" or better in Spanish 2.

1 Unit

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice high to intermediate mid-range in the ACTFL Proficiency scale; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

365400HW
Spanish 4/Honors

Prerequisite: Successful completion of Spanish 3/Honors.

1 Unit

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the intermediate low to intermediate mid-range on the ACTFL Proficiency scale; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

365500HW
Spanish 5/Honors

Prerequisite: Successful completion of Spanish 4/Honors.

1 Unit

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the intermediate mid to intermediate high range on the ACTFL Proficiency scale; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationships among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

367500AW
Spanish/AP

Prerequisite: Successful completion of Spanish 5/Honors.

1 Unit

Spanish/AP is designed to provide a sound basis of linguistic competence, especially in the areas of vocabulary development, grammar proficiency, and reading and listening skills. Within the context of various listening activities, students should be able to understand Spanish intonation patterns and complex structures. Speaking skills will be emphasized, preparing the student to speak accurately and spontaneously. Students will also practice writing precisely, convincingly, and correctly on topics of general interests. The Advanced Placement Examination and purchase of a workbook are requirements of this course.



G. FRANK RUSSELL TECHNOLOGY CENTER

PREPARING STUDENTS FOR LIFE BEYOND HIGH SCHOOL

In our ever-changing world, the traditional model of education no longer exists. The goal of the G. Frank Russell Technology Center (RTC) is to prepare students for productive and challenging careers aligned with the Profile of the South Carolina Graduate that involve Critical Thinking, Collaboration, Communication, and Creativity. Through Project Based Learning, foundational skill learning, active engagement and classroom direction, we expect our students to learn skills, which qualify them for entry-level employment or will prepare them to continue their education at postsecondary 2-year and 4-year colleges and universities. We seek to transform education and excite our students to continue learning through the opportunities available at RTC. The majority of Career and Technical Education (CTE) courses are taught at the G. Frank Russell Technology Center. Additional courses are offered at the home high schools.

The G. Frank Russell Technology Center offers courses under the following career clusters: Architecture and Construction; Business, Management, and Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; Human Services; Information Technology; Manufacturing; Science, Technology, Engineering and Mathematics; and Transportation, Distribution, and Logistics. Several programs partner with Piedmont Technical College or Lander University to offer dual credit, allowing students the opportunity to earn both high school credit and college credit simultaneously. **All programs have a fee, which must be paid directly to the Technology Center upon enrollment. Approximate fees for 2022-2023 are included in the course description and are indicated with an asterisk (*) if over the amount of \$25. Fee information will be made available to students and parents pending approval by the Board of Trustees.**

Students attending the Technology Center have the opportunity to participate in a variety of educational and extracurricular activities including job shadowing, internships, cooperative education, mentoring, service-learning projects, programs and clubs, National Technical Honor Society, team building endeavors and character education. The Technology Center serves high school students from Greenwood School Districts 50, 51, and 52. Transportation is provided to and from RTC from each high school campus. Only those students obtaining permission from their high school may drive/ride personal vehicles to RTC; driving guidelines set by the home high school and RTC are to be followed. **Students will be allowed to take two units per semester at the Technology Center. Special permission must be obtained from the Technology Center Director for a student to enroll in more than two classes per semester.**

The G. Frank Russell Technology Center is open Monday through Friday from 7:30 AM until 4:00 PM. Students and parents are invited to call 864.941.5750 or visit the Technology Center for further information.

HIGHLIGHTS

All programs:

1. Encourage diversity regardless of gender.
2. Consist of a classroom for instruction and a laboratory for practical work.
3. Compete in district competition; winners may advance to state and national events.
4. Work closely with business and industry through Advisory Committees to ensure that the latest trends and techniques are being taught.
5. Are fully accredited with the COGNIA, the Office of Career and Technical Education, and the State Department of Education.
6. Select an Outstanding Student each year.
7. Assist graduates with placement.
8. Provide the opportunity for eligible students to belong to the National Technical Honor Society.

DUAL ENROLLMENT OPPORTUNITIES

The G. Frank Russell Technology Center and Piedmont Technical College have identified courses in many of the Career Clusters that can be offered as high school and college credit. Please refer to the pages following this section for Dual Credit course listings and descriptions. Offerings are subject to change based on a minimum enrollment for the course to be taught on the Technology Center campus. Students in Dual Enrollment will be assessed the approved cost for the class. Based upon course requests, the administration will offer sections of dual enrollment and non-dual enrollment where possible. For information regarding Dual Enrollment, contact the school counselor at the G. Frank Russell Technology Center at 864.941.5755 or Director of Dual Enrollment, at Piedmont Technical College at 864-941-8397 or, Associate Director of Dual Enrollment at PTC at 864.941.8352.

Dual Enrollment classes in the Early Childhood Education cluster are offered collaboratively through the G. Frank Russell Technology Center and Lander University. For information regarding these classes, contact the guidance counselor at the G. Frank Russell Technology Center or your home high school guidance counselor. These classes are subject to a minimum enrollment. Students will be assessed the approved cost for the class as they earn both high school and college credit.

WORK BASED LEARNING (WBL)

Work Based Learning is a structured program that connects school-based and work-based learning for accelerated junior students and senior students who have shown potential in their occupational field. The work experience is planned and supervised by the school and the participating sponsor so that each contributes to the student's education and employability. Students who work during class time earn the same number of credits they would receive attending a class. Students are not guaranteed a job or pay; however, they will receive valuable work-based experience at an actual worksite. All WBL students are required to participate in structured interview trainings at RTC. These are scheduled by the WBL coordinator. COOPERATIVE EDUCATION is a component of WBL that combines school-based learning and work-based learning for select seniors in select programs of study. It is expected that the WBL opportunity connects to the student's IGP cluster. For more information on Work Based Learning, contact the WBL Coordinator at the G. Frank Russell Technology Center at 864.941.5750.

YOUTH APPRENTICESHIP

Youth Apprenticeship (YAP) is on-the-job training based on structured workplace competencies under the direction of a skilled worksite mentor. This valuable learning opportunity will prepare students for technical job success in a competitive global economy. Youth Apprenticeship is a one- or two-year course of study in a specific occupational area that can be found in the [Program of Studies](#) under the following clusters: Architecture and Construction cluster; Business, Management, and Administration Cluster; Manufacturing; Hospitality and Tourism, and Transportation, Distribution, and Logistics. For more information on the Youth Apprenticeship Program, contact the WBL Coordinator at the G. Frank Russell Technology Center at 864.941.5750. Admittance to the YAP is competitive and is based on an application process.

COMPLETER STATUS

A student will attain completer status by earning the designated minimum units of credit within a major. Students follow a progression of courses within the Cluster of study for program completion. Program completion should be the goal for all students. The following programs require a minimum of 3 units of credit: Business Information Management, Networking Systems, Programming and Software Development, Accounting, and Sports Medicine. The following programs require a minimum of 4 units of credit: Biomedical Sciences-PLTW, Health Science, Culinary Arts, Building Construction, Early Childhood Education, Machine Technology, Mechatronics, Aerospace Engineering Technology, Pre-Engineering-PLTW, Automotive Collision Repair Technology, and Automotive Technology. The following program requires a minimum of 8 units of credit: Cosmetology.

AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER

562400CW

Agricultural Science and Technology

1 Unit

Prerequisite: None

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, 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.

565000CW

Introduction to Horticulture

1 Unit

Prerequisite: Successful completion of Agricultural Science and Technology

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. Instructional activities include hands-on experiences in which students prepare and maintain nursery plants and greenhouse crops and participate in personal and community leadership activities.

565400CW

Turf and Lawn Management

1 Unit

Prerequisite: Successful completion of Agricultural Science and Technology

Turf and Lawn Management course is designed to teach technical knowledge and skills for entry-level positions in the turf grass industry. The principles and practices involved in establishing, managing, and maintaining grassed areas for ornamental and/or recreational purposes are studied.

566000CW

Agricultural Mechanics and Technology

1 Unit

Prerequisite: Successful completion of Agricultural Science and Technology

The Agriculture 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; small engine repair; basic farm and homestead improvements; participating in personal and community leadership development activities; planning and implementing relevant school-to-work transition experiences; and participating in FFA activities.

ARCHITECTURE AND CONSTRUCTION CLUSTER:

600100CW

Introduction to Construction

1 Unit

Introduction to Construction is designed to give students a basic understanding of the construction field with an emphasis on carpentry, and maintenance. A combination of classroom lectures, direct teaching and hands-on experience in safety, hand and power tools, blueprints, construction math, communication skills, and employability skills provides the foundation for successful students to progress to Building Construction 1. When a student completes a module in this class, he/she will be registered with the National Center for Construction Education and Research.

606000CW

Building Construction Cluster 1

1 Unit

Prerequisite: Successful completion of Introduction to Construction Technology with a minimum grade of 77 or teacher recommendation.

This course is part of the instructional program that prepares students to perform entry-level building construction tasks. Students are immersed in a curriculum that includes standards from the National Center for Construction Education and Research (NCCER) where they learn the preliminary instruction in basic carpentry, masonry, residential electricity, plumbing and safety practices. Students participate in classroom and shop experiences using hand and power tools. A strong emphasis is placed on the Occupational Safety and Health Administration (OSHA) requirements.

606100CD

2 Units

Building Construction Cluster 2

Prerequisite: Successful completion of Building Construction 1 with a minimum grade of 77 or teacher recommendation.

Building Construction 2 students continue the NCCER Curriculum and develop more advanced skills through extensive hands-on applications. This course provides in-depth instruction on floor systems, wall framing, roofing and masonry projects. Students learn to read and interpret blueprints, sketches and building plans. Building Construction 2 students will have the opportunity to participate in a capstone project on site.

669000CD

2 Units

Architecture and Construction, Work-Based Credit/Youth Apprenticeship

Prerequisite: Successful completion of Building Construction 2. Students will be selected through an application process.

The Youth Apprentice will work in a local business/industry in the area of Building Construction. The student will be supervised by an employee of the business/industry. Students work three hours per school day and are paid for their work. This course is a competency-based Work-based Learning Program. It is strongly recommended that the Work-Based Learning (WBL) opportunity connects to the student's IGP cluster.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS CLUSTER: Project Lead The Way (PLTW) – SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Dual credit course weighting will be awarded in the PLTW courses as End-of-Course Assessments/Dual Credit Opportunity if a student meets the qualifying score on the end-of-course assessment as determined by the SC State Department of Education, Office of CTE. This process will require school districts to verify and adjust the course weighting once exam results are received. The 2022-2023 South Carolina Department of Education Activity Coding System will reflect PLTW course codes that align with the proper weighting.

605101HW PLTW 1

1 Unit

Introduction to Engineering Design

Prerequisite: Honors Algebra 1

In Introduction to Engineering Design (IED), students are introduced to the engineering design process as they apply math, science, and engineering standards to identify and design solutions for real problems. Students work both individually and in collaborative teams to develop and document design solutions using PLTW Engineering Notebooks and 3D modeling software.

605001HW PLTW 2

1 Unit

Principals of Engineering

Prerequisites: Introduction to Engineering Design

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. In Principles of Engineering (POE), students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

605001HW PLTW 3

1 Unit

Digital Electronics

Prerequisites: Principles of Engineering and Introduction to Engineering Design.

From smartphones to appliances, digital circuits are all around us. This Digital Electronics (DE) course provides a foundation for students who are interested in electrical engineering, electronic, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

605801HW PLTW 4

1 Unit

Civil Engineering and Architecture

Prerequisites: Introduction to Engineering Design and Principles of Engineering.

In PLTW Civil Engineering and Architecture (CEA), students learn important aspects of building, site design, and development. Students apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software.

605400HW PLTW 5
Engineering Design and Development

1 Unit

Prerequisites: Successful completion of Introduction to Engineering Design, Principles of Engineering, Digital Electronics, and/or Civil Engineering and Architecture.

In Engineering Design and Development (EDD), students identify a real-world open-ended engineering challenge and then research, design, and test a solution for this problem. As a culminating activity, students present their unique solutions to a panel of engineers.

638600HW
Fundamentals of Aerospace Technology

1 Unit

Prerequisite: Honors level Math and Science

This project-based learning course engages students who are curious about aviation and aerospace careers. This course will introduce students to an engineering design process, tools to collect and analyze data, the science of aviation, materials and structures, and safety. Students will participate in real-world experiences such as designing, building and testing a pilot seat, kite, straw rocket and launcher, motor-powered rocket and a model glider.

638700HW
Advanced Aerospace Technology

1 Unit

Prerequisite: Fundamentals of Aerospace Technology

This course builds on the foundation of Fundamentals of Aerospace Technology and engages students in applying the design process, using tools to collect and analyze data, exploring a deeper level of the science of aviation and discovering how quality control systems work in the aviation field. Students will work collaboratively in teams to design, build and test a wing; plot a course for a plane to take off and land; design, build and test a wing attachment system; test materials under stress; and design, build and test an electric-powered plane. Students will demonstrate their newly acquired knowledge and skills by presenting their innovative ideas, techniques and solutions to business and industry partners.

638800HW
Aeronautics Engineering Applications

1 Unit

Prerequisite: Fundamentals of Aerospace Technology and Advanced Aerospace Technology

This project-based learning course is for students who have successfully completed Fundamentals of Aerospace Technology and Advanced Aerospace Technology. Students will learn about systems such as flight control, remote-control vehicles and the virtual world. Students will learn to fly using flight simulators. They will work collaboratively to propose a shift from a VOR navigation system to a GPS system and determine the cost savings. In addition, students will develop rotor blades for helicopters and design and program an unmanned flying vehicle.

638900HW
Astronautics Engineering Applications

1 Unit

Prerequisite: Aeronautics Engineering Applications

Students in this capstone course will focus on outer space and underwater applications. During the six projects, they will work collaboratively to design, build and test a laser communication system; develop a plan for space survivability in hostile environments; and utilize software to create a three-dimensional model of a satellite orbit and a team remote vehicle for underwater exploration. Depending on articulation agreements or state policy, students who successfully complete the course may be able to earn dual credit.

FINANCE CLUSTER

527100CW

Banking Services 1

1 Unit

Prerequisite : Completion of Grade 9.

This course is designed to offer a unique approach to understanding the banking services. It provides an introduction to banking services and functions, including business of banking, careers in banking and finance, origins and purpose of banking, money and interest, deposits in banking, negotiable instruments , bank loans, mortgages, commercial lending, specialized bank service, promoting the bank, and security and ethics.

527100HW

Banking Services 1 Honors

1 Unit

Prerequisite: Completion of Grade 9

Banking Services 1 Honors is designed to offer a unique approach to understanding the banking services. It provides an introduction to banking services and functions, including business of banking, careers in banking and finance, origins and purpose of banking, money and interest, deposits in banking, negotiable instruments, bank loans, mortgages, commercial lending, specialized bank service promoting the bank, and security and ethics at the honors level.

389900CW

Banking Services 2

1 Unit

Prerequisite: Completion of Banking Services 1

Banking Services 2 Honors is a continuation of Banking Services 1 Honors and is designed to offer a unique approach to understanding the banking services. It provides an introduction to banking services and functions, including business of banking, careers in banking and finance, origins and purpose of banking, money and interest, deposits in banking, negotiable instruments, bank loans, mortgage commercial lending, specialized bank service, promoting the bank, and security and ethics.

389900HW

Banking Services 2 Honors

1 Unit

Prerequisite: Completion of Honors Banking Services

This course is a continuation of Banking Services 1 and is designed to offer a unique approach to understanding the banking services. It provides an introduction to banking services and functions, including business of banking, careers in banking and finance, origins and purpose of banking, money and interest, deposits in banking, negotiable instruments, bank loans, mortgages, commercial lending specialized bank service, promoting the bank, and security and ethics.

389903CW

Banking Services 3

1 Unit

Prerequisite: Completion of Banking Services 2

This course is a continuation of Banking Services 2 and is designed to offer a unique approach to understanding the banking services. It provides an introduction to banking services and functions, including business of banking, careers in banking and finance, origins and purpose of banking, money and interest, deposits in banking, negotiable instruments, bank loans, mortgages, commercial lending specialized bank service, promoting the bank, and security and ethics.

389903HW

Banking Services 3 Honors

1 Unit

Prerequisite: Completion of Banking Services 2 Honors

This course is a continuation of Banking Services 2 and is designed to offer a unique approach to understanding the banking services. It provides an introduction to banking services and functions, including business of banking, careers in banking and finance, origins and purpose of banking, money and interest, deposits in banking, negotiable instruments, bank loans, mortgages, commercial lending specialized bank service, promoting the bank, and security and ethics.

389904CW
Banking Services 4

1 Unit

Prerequisite: Completion of Banking Services 3

This course is a continuation of Banking Services 3 and is designed to offer a unique approach to understanding the banking services. It provides an introduction to banking services and functions, including business of banking, careers in banking and finance, origins and purpose of banking, money and interest, deposits in banking, negotiable instruments, bank loans, mortgages, commercial lending specialized bank service, promoting the bank, and security and ethics.

389904HW
Banking Services 4

1 Unit

Prerequisite: Completion of Banking Services 3 Honors

This course is a continuation of Banking Services 3 and is designed to offer a unique approach to understanding the banking services. It provides an introduction banking services and functions, including business of banking, careers in banking and finance, origins and purpose of banking, money and interest, deposits in banking, negotiable instruments, bank loans, mortgages, commercial lending specialized bank service, promoting the bank, and security and ethics.

513106CW
Personal Finance

1 Unit

Prerequisite: Completion of Grade 9

This course introduces students to the fundamentals of personal finance, which include budgeting, obtaining credit, maintaining deposit accounts, understanding investments, understanding risk management, computing taxes, and analyzing the basic elements of finance.

500101CW
Accounting 1

1 Unit

Prerequisite: Successful Completion of Personal Finance and Algebra 1.

Accounting 1 is a course designed for students who are competent in their mathematical skills. It provides basic skills for young people who are interested in entering the field of accounting, computer-related jobs, and various other office positions. It provides a good base for further study and career advancement in the business world. Some topics covered include starting an accounting system, debit and credit of business transactions, journalizing, and posting. It also covers the six-column worksheet, the income statement, the balance sheet, closing the ledger, posting and closing entries, and special journals.

500501CW
Accounting 2

1 Unit

Prerequisite: Successful Completion of Accounting 1 with a minimum grade of 77 or teacher recommendation.

Accounting 2 provides an excellent background and preparation for college business courses and accounting courses and other business majors. Topics include professional accounting, departmentalized accounting control systems, general accounting adjustments, corporate accounting, management accounting, cost accounting, not-for-profit accounting, and financial analysis providing useful tools for future entrepreneurship. Students gain realistic exposure to the business world by working with original source documents in a business simulation.

BUSINESS, MANAGEMENT, AND ADMINISTRATION CLUSTER:

512205CD **2 Units**
**Administrative Support
Technology 1 A Youth
Apprenticeship**

Prerequisite: Youth Apprenticeship Requirements for Greenwood School District 50; Successful completion of Integrated Business Applications 1. Students will be selected through an application and interview process.

The Youth Apprentice will work in a local business/industry in the area of Administrative Support Technology. An employee of the local business industry will supervise the student. Students work three hours per school day and are paid for their work. This course is a competency-based Work-Based Learning program.

512206CD **2 Units**
**Administrative Support
Technology 1 B Youth
Apprenticeship**

Prerequisites: Successful completion of Administrative Support Technology 1A/Youth Apprenticeship. Administrative Support Technology 1B/Youth Apprenticeship is a continuation of Administrative Support Technology 1A/Youth Apprenticeship.

549004CW **1 Unit**

Business Management and Administration, Work-Based Credit Prerequisites: Approval of Work-Based Learning Coordinator and verification of employment by employer. It is strongly recommended that the Work-Based Learning (WBL) opportunity connects to the student's IGP cluster. Successful completion of semester 1 is required prior to progression to semester 2.

Business Work-Based Credit is a program designed for 11th and 12th grade students who wish to receive work experience in a competency-based job. This program will be planned and supervised by the school and the sponsoring business. The work experience will enhance the student's education and employability skills. Before being accepted into the course, the student must complete an application and attend a mandatory meeting prior to the beginning of the semester.

549005CW **1 Unit**

Business Management and Administration Work-Based Credit Prerequisites: Approval of the Work-Based Learning Coordinator and verification of employment by employer. It is strongly recommended that the Work-Based Learning (WBL) opportunity connects to the student's IGP cluster.

Business Work-Based Credit is a program designed for 11th and 12th grade students who wish to receive work experience in a competency-based job. This program will be planned and supervised by the school and the sponsoring business. The work experience will enhance the student's education and employability skills. Before being accepted into the course, the student must complete an application and attend a mandatory meeting prior to the beginning of the semester.

Students may or may not be able to sign up for both semesters depending on placement availability.

INFORMATION TECHNOLOGY CLUSTER:

503100CW **1 Unit**
Fundamentals of Web Page Design & Development

Prerequisite: Successful completion of Fundamentals of Computing.

This course is designed to provide students with the knowledge and skills needed to design Web pages. Students will develop skills in designing, implementing, and maintaining a Website using authoring tools.

532000CW **1 Unit**
Computer Repair and Service

Prerequisite: Successful completion of Fundamentals of Computing.

The Computer Repair and Service course prepares students to perform tasks related to computer repair. Students receive instruction in the installation, operation, maintenance, and repair of computer-based technology. Instruction may also include mobile devices, peripheral devices, networking, and laptops. Laboratory activities provide instruction in installation, configuration, troubleshooting, component replacement, operating systems, and upgrades in accordance with industry certification standards.

535001CW **1 Unit**
**Foundations of
Animation**

Prerequisite: Fundamentals of Computing.

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. This course prepares students for the Adobe Certified Associate for Flash/Animate CC certification exam.

535200CW
Game Design and Development

1 Unit
Prerequisite: Successful completion of Fundamentals of Computing.

This course 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. Virtual students must have access to a Windows PC or Mac. The minimum system requirements can be found here: [https://docs.yoyogames.com/source/dadiospice/000 using%20gamemaker/001 installation.html](https://docs.yoyogames.com/source/dadiospice/000%20using%20gamemaker/001%20installation.html).

535200HW
Game Design and Development/Honors

1 Unit
Prerequisite: Successful completion of Fundamentals of Computing and Algebra 1 Honors

Game Design and Development/Honors is an honors level course which provides an opportunity to design and develop fully-functioning video games with product design documentation. This course emphasizes game control and logic, design tools, and the physics of games using computer programming. Given the necessary equipment, supplies, and appropriate software, the student will be prepared to engage in further game development training. Virtual students must have access to a Windows PC or Mac. The minimum system requirements can be found here: [https://docs.yoyogames.com/source/dadiospice/000 using %20gamemaker/001 installation.html](https://docs.yoyogames.com/source/dadiospice/000%20using%20gamemaker/001%20installation.html)

505400CW

Computer Programming with Visual Basic 1 Prerequisite: Successful completion of Fundamentals of Computing and Algebra 1 or equivalent. **1 Unit**

This course is designed to emphasize the fundamentals of computer programming using the Visual Basic programming language. Students will learn program design and development as well as gain practical experience in programming using a modern, object-oriented language. Topics include form design, variables, algorithms, looping, conditional structures, select-case structures, scope, date and time variables, and random number generation. This class is part one of two classes.

505500CW
Computer Programming with Visual Basic 2

1 Unit
Prerequisite: Successful completion of Computer Programming Visual Basic 1.

This course is a continuation of Computer Programming with Visual Basic 1. Students will learn program design and development as well as gain experience in programming using a modern, object-oriented language. Topics include one and two dimensional arrays, classes and objects, keyboard events, menu design, database programming, graphics and printing as well as multimedia in programming.

505201CW
Computer Programming with Java 1

1 Unit
Prerequisite: Successful completion of Visual Basic 2.

This course is designed to emphasize the fundamentals of computer programming using the Java programming language. Students will learn program design and development as well as gain practical experience in programming using a modern, object-oriented language. This course is part one of two parts. Topics include designing graphical interfaces, logical operations, looping, switch statements, methods, event handling, scope and conversion, random number generation and arrays.

505301CW
Computer Programming with Java 2

1 Unit
Prerequisite: Completion of Computer Programming with Java 1.

This course is a continuation of Computer Programming with Java 2. Students will learn program design and development as well as gain experience in programming using a modern, object oriented language. Topics include inheritance, graphics, keyboard events and menus, database programming, and polymorphism Java speech AP.

531001CW
Networking 1 Fundamentals

1 Unit
Prerequisite: Successful completion of grade 9.

Networking is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. Instruction includes networking media, topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing WAN services, network security, and leadership skills. In addition, instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment. Particular emphasis is given to the use of critical thinking skills and problem solving techniques found in math and communication programs.

531102CW
Advanced Networking

1 Unit
Prerequisite: Successful completion of Networking 1 and teacher recommendation.

Networking is designed to provide students with classroom and laboratory experience in current and emerging networking technologies. Instruction includes networking media, topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, network security, and leadership skills. In addition, instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment. Particular emphasis is given to the use of critical thinking and problem-solving techniques forum in math and communication programs.

537001CW
Cyber Security Fundamentals

1 Unit

Prerequisite: Successful completion of Networking 1 and teacher recommendation.

Cyber Security Fundamentals introduces the basic concepts and terminology of cyber security and information assurance. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization's information, and a broad range of other topics.

502300CW
Fundamentals of Computing (code.org)

1 Unit

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. The curriculum for this course is provided through code.org.

502300HW
Fundamentals of Computing/Honors

1 Unit

Fundamentals of Computing Honors is an honors level course designed to offer an introduction to computer programming and computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course is the prerequisite for AP Computer Science Principles (AP CSP) and is offered first semester. AP CSP should be taken in the same year as Fundamentals of Computing and is offered second semester.

HEALTH SCIENCE CLUSTER:

555001CW
Health Science 1

1 Unit

Prerequisite: Successful completion of grade 10, Biology 1, and Medical Terminology with a minimum grade of 75 or higher or teacher recommendation.

Health Science 1 is the first of four courses offered to students interested in pursuing a career in the healthcare field. During this first course, students are introduced to healthcare history, careers, law and ethics, cultural diversity, health care language and math, infection control, professionalism, communication, basics of organization of healthcare facilities, and types of healthcare insurance. Students will understand where health care has been, where it is going, and how professionalism and personal characteristics impact the student's success. As students are guided through health care career exploration, they will discuss education levels and requirements needed to be successful. The theory and knowledge that students learn in Health Science 1 will serve to prepare them for future clinical experiences such as job shadowing or internships as they advance in the Health Science courses. **(*Approximate fee \$30.00)**

555101CW
Health Science 2

1 Unit

Prerequisite: Successful completion of Health Science 1 with a grade of 80 or higher or teacher recommendation.

Health Science 2 applies the theory and knowledge learned in Health Science 1 and further challenges students to learn more about the health care field. Health Science 2 provides more detailed units of study to include an advanced study of infection control to allow students to become more familiar with OSHA, HIPAA, the CDC, patient data, vital signs, methods of recording the data, and what the data means. This course will introduce students to basic patient skills. Medical terminology, medical math, and pharmacology are incorporated throughout the lessons being taught. This course provides a foundation for further advancement in the Health Science curriculum. **(*Approximate fee \$10.00)**

555200HD
Health Science 3: Human Structure, Function, and Disease Honors

2 Units

Prerequisite: Successful completion of Health Science 2 with a grade of 80 or higher or teacher recommendation.

Health Science 3 acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that body systems have with disease from the healthcare point of view. This is a very "hands on" course and students will learn through projects and activities in the classroom as well as participate in community service learning and other work-based learning opportunities. Successful completion of Medical Terminology is required prior to moving to Health Science 4. **(*Approximate fee \$30.00)**

556004HD**2 Units****Health Science 4: Clinical Study**

Prerequisite: Successful completion of Health Science 3 with a grade of 80 and teacher recommendation. Seniors only.

Health Science 4 Clinical Study is an honors level course that guides students to make connections from the classroom to the healthcare industry through work-based learning experiences/activities. This course is designed as an application of knowledge and skills common to a wide variety of healthcare professions. Health Science 4 builds on all information and skills presented in the previous required courses. The students will transfer these skills into real life experiences in the classroom, the lab, clinical settings, and through community service learning projects. This course will provide students with theory and clinical experience to obtain entry-level skills as a Nursing Assistant. Classroom instruction, laboratory practice, and clinical assignments in long-term care settings and other health care facilities are utilized to afford the student an opportunity to develop skills necessary to become a successful member of the health care team. Students are expected to maintain a grade of 80 or higher in the course work. Completers must take the South Carolina Nurse's Aide Certification Exam at the end of the semester to receive state certification. Successful completion of the state exam will provide students with the needed certification to be employable in health care as a Certified Nursing Assistant (C.N.A.). An approximate course cost is stated at the end of the description; it includes textbook, background check, name badge, PPD skin test, urine drug screen, American Heart Association CPR certification and supplies. Students will be required to purchase uniforms, proper shoes, and watch. Students must provide their own transportation to the clinical sites. (*Approximate fee \$140.00 plus uniforms)

554002CW**1 Unit****Medical Terminology**

Prerequisite: Completion of Grade 9.

Medical Terminology is designed to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in medical environment. Knowledge of medical terminology enhances the student's ability to pursue a college education in the medical/health care field. Students will participate in an in-depth study of human anatomy and physiology. The major emphasis of this course will be the study of the body systems, the disease processes of the body systems, and medical terminology as related to the body systems.

555500CW**1 Unit****Sports Medicine 1**

Prerequisite: Successful completion of grade 9 and Medical Terminology with a minimum grade of 75 or Teacher Recommendation.

Sports Medicine emphasizes sports medicine career exploration and the prevention of athletic injuries, including the components of exercise science, kinesiology and anatomy, principles of safety, first aid, and vital signs. Subject matter also includes legal issues, taping and wrapping, mechanisms of injury, and application of other sports medicine concepts. Students interested in health care careers in athletic training physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course. (*Approximate fee \$20.00)

555600CW**1 Unit****Sports Medicine 2**

Prerequisite: Successful completion of grade 10, Medical Terminology and Sports Medicine 1 with a minimum grade of 75 or Teacher Recommendation.

Sports Medicine 2 emphasizes the Cardiovascular and Respiratory Systems as related to athletic injuries. Students will become proficient in obtaining Vital Signs, providing First Aid and knowledgeable about how and when to administer Cardiopulmonary Resuscitation. Students will obtain an American Heart Association (CPR) Certification. Students will become familiar with head, neck and spinal injuries, care, rehabilitation and treatment. A review of the additional body systems will be included in this course. Students will take an in depth look at nutrition and its effects on the athlete. Supplements and drug enhancers as related to the athlete. The use of appropriate therapeutic modalities and exercises in the care, rehabilitation, and treatment of injuries will be examined, along with preventative and post-injury taping and wrapping techniques. (*Approximate fee \$40.00)

559101CW**1 Unit**

Sports Medicine 3, Work Based Credit Prerequisites successful completion of Sports Medicine 2. Students will be selected through an application and interview process

Work-based Credit is a program designed to give students an opportunity to receive work experience in an athletic injury related field. This program is supervised by a certified athletic trainer. It is strongly recommended that the Work-Based Learning (WBL) opportunity connects to the student's IGP cluster.

555200HD**2 Units**

HS Human Structure, Function, and Disease Honors Prerequisite: Successful completion of Health Science 2 with a grade of 80 or higher or teacher recommendation.

Health Science 3 acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that body systems have with disease from the healthcare point of view. This is a very "hands on" course and students will learn through projects and activities in the classroom as well as participate in community service learning and other work-based learning opportunities. Successful completion of Medical Terminology is required prior to moving to Health Science 4. (*Approximate fee \$20.00)

Project Lead The Way (PLTW) – BIOMEDICAL SCIENCES

Dual credit course weighting will be awarded in the PLTW courses as End-of-Course Assessments/Dual Credit Opportunity if a student meets the qualifying score on the end-of-course assessment as determined by PLTW. This process will require school districts to verify and adjust the course weighting once exam results are received. The 2018–19 South Carolina Department of Education Activity Coding System will reflect PLTW course codes that align with the proper weighting.

558000HW

Principles of Biomedical Sciences Honors/Algebra 1 Honors.

1 Unit

Prerequisites/Co-requisites: Physical Science Honors or Biology 1

This honors level introductory course in the PLTW Biomedical Science program serves to provide foundational knowledge and skills in fields such as biology, anatomy and physiology, genetics, microbiology, and epidemiology, as well as engage students in how they can apply this content to real-world situations, cases, and problems such as solving a medical mystery case, diagnosing and treating a patient, or responding to a medical outbreak. Integrated technology will include interactive, 3D animations and images allowing students to immerse themselves in the curriculum and experience content in a new and unique way. Students will interact with patient data in a simulated electronic records system, taking this course to a new level of engagement and understanding. This is the foundational course in the Biomedical Sciences program.

558100HW

Human Body Systems

1 Unit

Prerequisites: Biology 1 Honors, Algebra 1 Honors, Principles of Biomedical Science.

The honors level second course in the PLTW Biomedical Science program will engage students in the study of the processes, structures and interactions of the human body systems. Important biomedical concepts in the course include communication, transport of substances, locomotion, metabolic processes, identity, and protection. The central theme will focus on how the body systems work together to maintain homeostasis and good health. The systems will be studied as "parts of a whole", working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Exploring science in action, students will work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

558200HW

Medical Interventions

1 Unit

Prerequisites: Successful completion of Principles of Biomedical Sciences and Human Body Systems with a minimum grade of 80 and teacher Recommendation.

Throughout the honors level Medical Intervention course, students investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics (including vascular stents, cochlear implants, and prosthetic limbs), rehabilitation, and supportive care. Through real-world cases, students detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and review the history of organ transplants. Technology and the internet are used extensively throughout the course.

558300HW

Biomedical Innovation

1 Unit

Prerequisites: Successful completion of Principles of Biomedical Science, Human Body Systems, and Medical Interventions with a minimum grade of 80 and Teacher recommendation.

Biomedical Innovation is the honors level capstone course for the Project Lead the Way Biomedical Sciences program for high school students. Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry.

557001CW

Pharmacology for Medical Careers - A

1 Unit

Prerequisites: Completion of 11th grade, Algebra 1 with a minimum grade of 77
In Medical Terminology is strongly recommended.

Pharmacology of Medical Careers-A is Part 1 of a YEAR LONG COURSE **This flexible online course** prepares students to take the National Pharmacy Technician Certifying Board Examination. The program includes classroom and homework hours to equal 150 + hours. An online access format serves as the student's text and workbook. The interactive multimedia training uses Internet access, on-line testing, scoring and monitoring. The teacher monitors the student's progress by Internet. Students will work at their own pace within a timeline. The student must be self-directed. The teacher will schedule exams with the student. (*Approximate fee \$310/covers the on-line course fee and materials to print out the subsections; students must supply a large 3-Ring Binder with Dividers).

557002CW **1 Unit**
Pharmacology for Medical Careers — B Prerequisites: Completion of Pharmacy for Medical Careers — A.
Part 2 of Pharmacology for Medical Careers.

HUMAN SERVICES CLUSTER:

615003CD **2 Units**
Cosmetology 1 Prerequisites: Completion of Grade 10 and an Interview Process.

Cosmetology 1 is designed for students who are seriously interested in pursuing a career in cosmetology. Cosmetology 1 is designed to train students to provide professional service in the salon industry and to prepare students to successfully pass the State Board Licensing Exam. First year students will receive coursework and hands-on training in professional development, salon ecology, anatomy and physiology, electricity, cosmetic chemistry, salon business, trichology, shampooing, client consultations, haircutting, hairstyling, wigs and hair additions, chemical texturing, chemical relaxing and curl reforming. Each student requesting Cosmetology 1 will be required to attend a parent/student/teacher conference in May before entering the program. The state requires 1500 hours for the two-year course; therefore, excellent attendance is mandatory.
(* Approximate fee \$520.00)

615100CD **2 Units**
Cosmetology 2 Prerequisite: Successful completion of Cosmetology 1 with a minimum grade of 75 AND a minimum of 250 clock hours.

Cosmetology 2 is a continuation of Cosmetology 1.

615200CD **2 Units**
Cosmetology 3 Prerequisites: Must have a minimum grade of 75 in Cosmetology 2 AND a minimum of 500 clock hours.

Cosmetology 3 challenges the student to higher levels of performance in all skills taught in Cosmetology 1 and 2, as well as introducing students to hair and color theory, color application, foil techniques, nail theory, natural nail care, artificial nail care, skin theory, skin care, hair removal, and make-up. Students provide services to the public two days per week. **(*Approximate fee 400.00)**

615300CD **2 Units**
Cosmetology 4 Prerequisite: Successful completion of Cosmetology 3 with a minimum grade of 75 AND a minimum of 750 clock hours.

Cosmetology 4 improves the level of knowledge and skill of the student so that upon graduation he/she will be employable as a cosmetologist. Students are required to pass both the theory and practical portions of the State Board Exam to become licensed. Students must also complete a minimum of 1500 hours over the two-year period (1000 in Cosmetology and 500 in academics); therefore, excellent attendance is required. **The fee for the State Board Exam is expected to be approximately \$175.00.**

EDUCATION AND TRAINING CLUSTER:

570201CW **1 Unit**
Introduction to Early Childhood Education Prerequisite: Completion of Grade 9.

This course is designed as an introduction of skills required for a career in the care, education, and administration of programs for young children. Students will develop skills in educational areas including career paths, developmentally appropriate practices, safe and healthy learning environments, collaborative relationships, and professional employment skills. Academics and employability skills are integrated throughout the course. Units from this course could be applied to education and training, health sciences, business, and human services clusters.

570003CW **1 Unit**
Early Childhood Education 1 Prerequisite: Completion of Grade 10. It is strongly recommended that students have a 2.0 GPA or higher.

Early Childhood Education 1 is designed to provide students with hands-on opportunities to actively explore and observe the world of children and prepare students for educational and administrative careers in the field. This course provides an in-depth study of career paths, developmentally appropriate practices, curriculum development, safe and healthy learning environments, and collaborative relationships.

570100ED

Early Childhood Education 2

2 Units

Prerequisite: Successful completion of Early Childhood Education 1 or Teacher Cadet and minimum GPA of 2.75. Seniors or approved Early Graduate Juniors only. 3 Hours College Credit from Lander University

ECED 222: The Young Child-Development and Behavior

Early Childhood Education 2 is an advanced course focusing on the prenatal child through age eight with an emphasis on the physical, cognitive, psychosocial, and moral development of the young child and how these aspects of development are interrelated. Emphasis will be placed on the recognition and respect of how variations in cultural backgrounds and family interactions affect child development. Research, diagnosis/assessment, child observations, case studies, and play will also be emphasized. Student field experiences may be school and community based and may include job shadowing, field trips and internships. Integration of Educators Rising greatly enhances this curriculum. **(*Approximate fee \$112.00 plus cost of college level textbook/To Be Determined by Lander University. Includes Lander course, transcript fee, TBtest, Educators Rising and American Heart Association.)**

**373500EW Non-CATE Students
Careers in Teaching/Teacher Cadet**

1 Unit

3 Hours College Credit from Lander University

Prerequisites: Students must meet requirements set forth by the Center for Educator Recruitment, Retention, and Advancement:

- A) 3.000 GPA on a 4.000 scale,
- B) Three Letters of Recommendation from Teachers,
- C) Completed student application and essay.

The Careers in Teaching/Teacher Cadet course is designed for students at the top of the junior and senior classes who are interested in teaching as a career or those who are interested in knowing more about the educational field. Students will experience an exciting hands-on exploration of learning, teaching, and the educational system. Participation in a teaching internship is provided. Integration of Educators Rising greatly enhances this curriculum. **(Approximate fee \$75.00 includes Lander course fee and supply fee for working with students.)**

570501EW Teacher Cadet/CTE

1 Unit

3 Hours College Credit from Lander University

Prerequisites: Students must meet requirements set forth by the Center for Educator Recruitment, Retention, and Advancement:

- A) 3.000 GPA on a 4.000 scale,
- B) Three Letters of Recommendation from Teachers,
- C) Completed student application and essay.

The Careers in Teaching/Teacher Cadet course is designed for students at the top of the junior and senior classes who are interested in teaching as a career or those who are interested in knowing more about the educational field. Students will experience an exciting hands-on exploration of learning, teaching, and the educational system. Participation in a teaching internship is provided. Integration of Educators Rising greatly enhances this curriculum. **(Approximate fee \$75.00 includes Lander course fee and supply fee for working with students.)**

HOSPITALITY AND TOURISM CLUSTER:

572201CW

Introduction to Culinary Arts Management

Prerequisite: Completion of Grade 9.

1 Unit

Introduction to Culinary Arts Management is designed to introduce students to the basics of food safety and sanitation, professional kitchen operations and behavior, and introductory cooking skills including knife handling, cooking methods, basic service skills, and culinary mathematics. Students will receive instruction in safe and effective use of equipment and tools along with culinary vocabulary terms used in recipes. Higher education and career opportunities will be discussed and discovered. Students are required to be in full uniform when working in the Culinary Arts Management Lab. Full uniform includes culinary arts t-shirt, chef's hat, long black pants, and black leather closed toe and closed heel shoes. Students will have the opportunity to get the ServSafe Food Handler certification which is good for 3 years and is a DHEC requirement for food service operations. (*Approximate fee \$20.00 \$40.00)

572000CW

Culinary Arts Management 1

Prerequisites: Successful completion of Introduction to Culinary Arts Management with a minimum grade of 77% or teacher recommendation.

1 Unit

Culinary Arts Management 1 is designed to build on the foundation of Intro to Culinary Arts, reinforcing students' knowledge of safety, sanitation, and appropriate behavior and skills in a professional kitchen. Building on these basic skills, students will study stocks, sauces, soups, salads, dips, dressings, sandwiches, and basic baking. Menu planning, calculating the cost of recipes, and food percentages are included. Students will apply their knowledge in a variety of catering and served meal opportunities. Students are required to be in full uniform when working in the Culinary Arts Lab. Full uniform includes culinary arts t-shirt or culinary arts chef's coat, chef's hat, long black pants, and black leather closed toe and closed heel shoes. Students will also be able to take the ProStart 1 certification. (*Approximate fee \$30.00)

572100CD

Culinary Arts Management 2

Prerequisites: Successful completion of Introduction to Culinary Arts Management and Culinary Arts Management 1 with a minimum grade of 77% or teacher recommendation.

2 Units

Culinary Arts Management 2 applies all know ledge from the previous 2 classes, digging deeper into topics already visited while expanding know ledge of kitchen preparation and restaurant operation. Students receive instruction in food preparation along with plate presentation and garnishes. Students will study a wide array of meats and vegetables and how to prepare and serve them correctly and with imagination. Menu planning, calculating the cost of recipes, and food percentages are included. Students will apply their know ledge in a variety of catered and served events. Students will have the opportunity to get the ServSafe Manager certification which is good for 5 years and is a DHEC requirement for food service operations. They will have the opportunity to take the ProStart 2 certification. Students are required to be in full uniform during labs. Full uniform includes culinary arts t-shirt or coat, chef's hat, long black pants, and black leather closed toe and closed heel shoes. (*Approximate fee \$50.00.)

519001CD

Hospitality and Tourism, Youth Apprenticeship 1A

Prerequisites: Successful completion of Culinary Arts Management 1 and 2. Students will be selected through an application and interview process.

2 Units

The Youth Apprenticewill work in a local food service establishment as both an employee and a student. He/She will represent Culinary Arts in the community and gain valuable life experience. Youth apprentices will be under the supervision of his/her employer and the Work-Based Learning Coordinator. The student will report regular evaluations and time cards to the center. Students may work during the school day or outside of school hours but must work at least 15 hours per w eek) more is permitted). Most Youth Apprenticeships are paid opportunities. This course is a competency-based Work-Based Learning Program.

519002CD

Hospitality and Tourism, Youth Apprenticeship 1B

Prerequisite: Successful completion of *Hospitality and Tourism Youth Apprentice 1A*. Students will be selected through application and interview process.

2 Units

The Youth Apprenticewill work in a local food service establishment as both an employee and a student. He/She will represent Culinary Arts in the community and gain valuable life experience. Youth apprentices will be under the supervision of his/her employer and the Work-Based Learning Coordinator. The student will report regular evaluations and time cards to the center. Students may work during the school day or outside of school hours but must work at least 15 hours per w eek) more is permitted). Most Youth Apprenticeships are paid opportunities. This course is a competency-based Work-Based Learning Program.

MANUFACTURING CLUSTER:

649000CD

2 Units

Youth Apprenticeship -1A

Prerequisite: Youth Apprenticeship Requirements for Greenwood School District 50. Students will be selected through an application and interview process.

The Youth Apprentice will work in a local business industry in the area of Industrial Manufacturing. An employee of the local business/industry will supervise the student. Students work three hours per school day and are paid for their work. This course is a competency-based Work-Based Learning Program.

649001CD

2 Units

Industrial Manufacturing Youth Apprenticeship- 1B

Prerequisite: Successful completion of Manufacturing, Youth Apprenticeship. YAP1A

Industrial manufacturing 1B is a continuation of Industrial Manufacturing 1A Youth Apprenticeship.

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CLUSTER:

602003CW

1 Unit

Auto Collision Repair Technology 1

Prerequisite: Completion of 9th grade is required.

This initial 10th grade course in the Collision Repair Program allows students to attain knowledge and skills specific to the collision and repair standards provided by the State Department of Education through the Career and Technical Education program. Topics covered will be work safety practices, operating a fire extinguisher, safe hand and power tool usage, basic refinishing and basic non-structural repairs such as dings, dents, scratches, and gouges. Basic math and comprehension skills along with the interest and motivation to excel in the Collision Industry are essential. (* Approximate fee \$10.00)

602105CW

1 Unit

Auto Collision Repair Technology 2

Prerequisite: Successful completion of Auto Collision Repair Technology 1 with a minimum grade of 77 or teacher recommendation.

Automotive Collision Repair Technology 2 covers the theory and principles of auto collision repair through classroom and lab experiences. Utilizing auto body hand and power tools, students develop skills in basic metal repair and surface preparation for refinishing. Hands-on training in metal finishing, body filling, applying undercoats, surface preparation, detailing, MIG welding, and panel removal and replacement is provided to develop skills. Students can elect to earn I-CAR Gold Class Points through the I-CAR Training Alliance and are prepped for ASE Certification tests. Students may also earn Greenville Technical College Auto Body course credit through the Jump Start Program. (*Approximate fee \$25.00 \$10.00)

602200CD

2 Units

Auto Collision Repair Technology 3

Prerequisite: Successful completion of Auto Collision Repair Technology 2 with a minimum grade of 77 or teacher recommendation.

Auto Collision Repair Technology 3 is a two-block course that covers the theory and principles of vehicle refinishing and major metal repair through classroom, self-study, and laboratory experiences. Students are trained in utilizing different types of refinishing equipment and paint product application techniques in a downdraft, heat-controlled paint booth. Panel alignment and basic custom painting are included for skill development. Students also learn how to diagnose and service anti-lock brake and airbag systems. Students can elect to earn I-CAR Gold Class Points through the I-CAR Training Alliance and are prepped for ASE Certification tests. (*Approximate fee \$30.00 \$10.00)

602301CD **2 Units**
Auto Collision Repair Technology 4A/Youth Apprenticeship (1st Semester)

Prerequisite: Successful completion of Auto Collision Repair Technology 3 with a minimum grade of 77 is required. Students will be selected through an application and interview process.

The Youth Apprentice will work in a local business/industry in the area of Auto Collision Repair. An employee of the local business industry will supervise the student. Students work three hours per school day and are paid for their work. This course is a competency-based Work-Based Learning Program.

602302CD **2 Units**
Auto Collision Repair Technology 4B/ Youth Apprenticeship (2nd Semester)

Prerequisite: Successful completion of Auto Collision Repair 4A/Youth Apprenticeship with a minimum grade of 70 is required.

Auto Collision Repair 4B and Youth Apprenticeship is a continuation of Auto Collision Repair 4A and Youth Apprenticeship.

603003CW **1 Unit**
Automotive Technology 1

Prerequisite: Completion of 9th grade is required.

This initial 10th grade course in the Automotive Technology Program allows students to attain knowledge and skills in the areas of the operation of vehicles, tools, equipment, automotive safety procedures, and the professional automotive certification programs. Through classroom and laboratory instruction, students receive extensive training in the areas of engine repair, brakes, steering, and suspension. This program **incorporates skills from** both Automotive Service Excellence (ASE) and National Automotive Technicians Foundation (NATEF).

603105CW **1 Unit**
Automotive Technology 2

Prerequisite: Successful completion of Automotive Technology 1 with a minimum grade of 77 or teacher recommendation.

Automotive Technology 2 provides an introduction into the automotive industry, the operation of vehicles, tools, equipment, automotive safety procedures, and the professional automotive certification programs. Through classroom and laboratory instruction, students receive extensive training in the areas of engine repair, brakes, steering, and suspension. This program **incorporates skills from** both Automotive Service Excellence (ASE) and National Automotive Technicians Foundation (NATEF). **(Approximate fee \$5.00)**

603200CD **2 Units**
Automotive Technology 3

Prerequisite: Successful completion of Automotive Technology 2 with a minimum grade of 77 or teacher recommendation.

Automotive Technology 3 provides intense training in the operation of vehicles, tools, equipment, automotive safety procedures, and the professional automotive certification programs. Through classroom and laboratory instruction, students receive training in the areas of engine repair, areas of engine performance, maintenance procedures, electricity, and electronics. Students are prepped for ASE certification tests, and advanced students have the opportunity to co-op at an automotive dealership. **(Approximate fee \$30.00)**

603301CD **2 Units**
Automotive Technology 4A/Youth Apprenticeship

Prerequisite: Successful completion of Automotive Technology 3 with a minimum grade of 77 is required. Students will be selected through an application and interview process.

The Youth Apprentice will work in a local business/industry in the area of Automotive Technology. The student will be supervised by an employee of the local business/industry in the area of Automotive Technology. Students work three hours per school day and are paid for their work. This course is a competency-based, Work-based Learning Program.

603302CD **2 Units**
Automotive Technology 4B/Youth Apprenticeship

Prerequisite: Successful completion of Automotive Technology 4A/Youth Apprenticeship with a minimum grade of 77 is required.

Automotive Technology 4 B/Youth Apprenticeship is a continuation of Automotive Technology 4A/Youth Apprenticeship.

ELECTIVE CURRICULUM

376900CW **1 Unit**
Yearbook Production 1 Prerequisites: Application, Typed Article, Photographs, Recommendations from teachers and approval of Yearbook Advisor.

In the Yearbook Journalism 1 class, the yearbook staff will record the history of the school in pictures, words, and statistics. The students and the advisor will develop the yearbook budget. To finance the cost of the yearbook, students will conduct an ad sales campaign, sell yearbooks, oversee the photographing of all students, faculty, and staff, the distribution of proofs and pictures, and the collection of picture money. Students will learn merchandising through sales of advertisements and books. Students will research assigned topics and interview subjects for articles. Students will take, develop, and crop pictures for yearbook pages. Students will correct edited work and prepare pages for final submission to the publisher. Students will distribute yearbooks when they are shipped. A staff member must be able to plan, organize, follow directions, and complete tasks in order to meet deadlines to the publisher. Working after school and on the weekends is often required. The yearbook will be a quality publication, and the advisor will expect students to complete classwork and homework assignments on time.

309906CW **1 Unit**
Yearbook Production 2 Prerequisites: Successful completion of Yearbook Journalism 1 and Approval of Yearbook Advisor.

Yearbook Journalism 2 is a continuation of Yearbook Journalism 1 and will continue the process of producing the yearbook by completing final deadlines, correcting proofs from the publisher, selling ads and books, and distributing the yearbooks. Staff members will be chosen by the advisor to be section editors, editor-in-chief, and business manager. Working after school and on the weekends is often required. The yearbook will be a quality publication, and the advisor will expect students to have high standards for the book and to work with others to meet deadlines.

309907CW **1 Unit**
Yearbook Production 3 Prerequisites: Successful completion of Yearbook Journalism 2 and Approval of Yearbook Advisor.

Yearbook Journalism 3 is a continuation of Yearbook Journalism 2.

309908CW **1 Unit**
Yearbook Production 4 Prerequisites: Successful completion of Yearbook Journalism 3 and Approval of Yearbook Advisor.

Yearbook Journalism 4 is a continuation of Yearbook Journalism 3.

309909CW **1 Unit**
Yearbook Production 5 Prerequisites: Successful completion of Yearbook Journalism 4 and Approval of Yearbook Advisor.

Yearbook Journalism 5 is a continuation of Yearbook Journalism 4.

309910CW **1 Unit**
Yearbook Production 6 Prerequisites: Successful completion of Yearbook Journalism 5 and Approval of Yearbook Advisor.

Yearbook Journalism 6 is a continuation of Yearbook Journalism 5.

309920CW **1 Unit**
Yearbook Production 7 Prerequisites: Successful completion of Yearbook Journalism 6 and Approval of Yearbook advisor.

Yearbook Journalism 7 is a continuation of Yearbook Journalism 6.

309912CW **1 Unit**
Yearbook Production 8 Prerequisites: Successful completion of Yearbook Journalism 7 and Approval of Yearbook advisor.

Yearbook Journalism 8 is a continuation of Yearbook Journalism 7.

637200HW **1 Unit**
Introduction to Computer Science Principles Prerequisite: Grade of "B" or better in honors Algebra 1 or permission of the instructor.

Introduction to Computer Science Principles is designed to be the first computer science course for students who have never programmed before. Students who plan to take AP Computer Science Principles the following semester should take it.

649001CW Semester 1 **1 Unit**
649002CW Semester 2
Service Learning Prerequisite: Approval by Service Learning Screening Committee.

Service Learning offers students an opportunity to provide a service to students in Greenwood District 50 elementary and middle schools or to volunteer at a nonprofit agency serving the community through the United Way. Selected students will report to a designated classroom each day to work individually with students who need additional academic or social attention. The classroom teacher will direct the tutoring/mentoring activities. That agency's supervisor will evaluate selected students desiring to volunteer at assigned non-profit agency. Students must be able to provide their own transportation and will be expected to complete a journal of their experiences as part of the final grade. Students may participate in this course for one or two semesters.

308400CW **1 Unit**
English for Speakers of Other Languages 1 Prerequisite: Students must have the recommendation of ESOL Services.

The ESOL 1 class is designed for multilingual learners who are learning English as an additional language. Instruction focuses on the different modes of writing, conventions, reading comprehension skills and oral communication skills. The course also provides the student with awareness of American idioms, customs, and culture. The course uses WIDA Language Development Standards for instruction and assessments. ESOL 1 is offered in the fall.

408000CW **1 Unit**
English for Speakers of Other Languages 2 Prerequisite: Students must have the recommendation of ESOL Services.

The ESOL 2 class builds upon the skills acquired in ESOL 1. The course is designed for multilingual learners who are learning English as an additional language. Instruction focuses on the different modes of writing, conventions, reading comprehension skills and oral communication skills. The course also provides the student with awareness of American idioms, customs, and culture. The course uses WIDA Language Development Standards for instruction and assessments. ESOL 2 is offered in the spring.

408100CW **1 Unit**
English for Speakers of Other Languages 3 Prerequisite: Students must have the recommendation of ESOL Services.

The ESOL 3 course integrates the four language skills (Reading, Writing, Speaking and Listening) using a variety of literature, with an emphasis on literary analysis and comprehension. The course will include basic research skills, expository and persuasive writing. Sentence structure and grammar usage will be included through writing about literature and will be integrated with speaking, listening and vocabulary skills. The course uses WIDA Language Development Standards for instruction and assessments. ESOL 3 is offered in the fall.

408200CW **1 Unit**
English for Speakers of Other Languages 4 Prerequisite: Students must have the recommendation of ESOL Services.

The ESOL 4 course builds upon the skills of the ESOL 3 class. It integrates the four language skills (Reading, Writing, Speaking and Listening) using a variety of literature, with an emphasis on literary analysis and comprehension. The course will include basic research skills, expository and persuasive writing. Sentence structure and grammar usage will be included through writing about literature and will be integrated with speaking, listening and vocabulary skills. The course uses WIDA Language Development Standards for instruction and assessments. ESOL 4 is offered in the spring.

408700CW **1 Unit**
English for Speakers of Other Languages 5 Prerequisite: Students must have the recommendation of ESOL Services.

The ESOL 5 course is designed for multilingual learners to improve their academic English proficiency. Instruction focuses on the different modes of writing, conventions, reading and comprehension skills and oral communication skills. The course uses WIDA Language Development Standards for instruction and assessments. ESOL 5 is offered in the fall.

408800CW **1 Unit**
English for Speakers of Other Languages 6 Prerequisite: Students must have the recommendation of ESOL Services.

The ESOL 6 course builds upon the skills of the ESOL 5 class. It is designed for multilingual learners to improve their academic English proficiency. Instruction focuses on the different modes of writing, conventions, reading and comprehension skills and oral communication skills. The course uses WIDA Language Development Standards for instruction and assessments. ESOL 6 is offered in the spring.

408900CW **1 Unit**
English for Speakers of Other Languages 7 Prerequisite: Students must have the recommendation of ESOL Services.

The ESOL 7 course is designed for advanced multilingual learners who have a high English language proficiency. This course focuses on the higher level reading, writing and comprehension skills. The course provides multilingual learners with the opportunity to practice their advanced grammar and complex academic language. The course uses WIDA Language Development Standards for instruction. ESOL 7 is offered in the fall.

409000CW **1 Unit**
English for Speakers of Other Languages 8 Prerequisite: Students must have the recommendation of ESOL Services.

The ESOL 8 course builds upon what has been introduced in ESOL 7 course. This course allows multilingual learners to reach the mastery level of English language proficiency. This is the last milestone before exiting the ESOL program. The course will combine all skills regarding interpretive and expressive modes of communication; reading, writing, speaking, listening and comprehension. WIDA Language Development Standards will be used to guide instruction and assessments. Students will be expected to use advanced academic language and become linguistically diverse through high quality instruction and assessments. ESOL 8 is offered in the spring.

308500CW **1 Unit**
English for Speakers of Other Languages Literacy Prerequisite: Students must have the recommendation of ESOL Services.

Secondary Literacy Class Newcomer.

This course is designed to orient Newcomers to the United States, our culture and American school system focusing on oral and listening skills. Students are introduced to the foundations of English phonics and syntax through reading and writing.

Topics included in this course: orientation to school programs, personnel and locations; managing family life, relationships and citizenship; computer and technology proficiency, as well as academic language of various content classes. Materials used in this course include *Access Newcomer*, *iLitELL Newcomer*, teacher-created resources as well as community resources. Offered in the fall semester

308700CW
Secondary Literacy 2

1 Unit

This course builds upon Secondary Literacy 1 and is intended for Newcomers to the United States.

Topics included in this course: further orientation to school; managing family life, citizenship and life in America; shopping, cooking and other practical home skills; computer and technology proficiency. Materials used in this course include *Access Newcomer*, *iLitELL Newcomer*, teacher-created resources as well as community resources. Offered in the spring semester.

339991CW
Freshman Focus

1 Unit

Prerequisite: None

Freshman Focus is designed for the enhancement of a smooth transition from middle school to high school. Realizing the importance of a successful freshman year, students will be provided with useful information to better assist them in making decisions that will hopefully yield beneficial results personally and academically. Students will be able to interact with counselors and community persons, as well as the instructor, in understanding how educational preparation impacts upon career planning for the future. A variety of topics will be covered including career guidance, test-taking skills, reproductive health, and study skills.

379911CW/379912CW/37913/379914CW
AVID Elective

1 Unit

Prerequisite: The student must apply, go through an interview, and be selected for participation in the AVID program.

Advancement Via Individual Determination, AVID, prepares students for entrance into a four-year college. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills, and test taking, note taking, and research. Students receive college entry skills and participate in tutor-led study groups.

370111CH/370112CH
Driver Education

0.5 Unit

Prerequisite: Must have at least a beginner's permit by the first day of the class.

The Driver Education/1st Semester course is divided into two parts. The first part of the course is 20 days (30 hours) of class instruction that includes studying the textbook. Topics that are covered include traffic laws, the operation of a car, driving maneuvers, vehicle safety, alcohol education, insurance, emergency situations, and adverse conditions. The second phase is behind-the-wheel instruction. Students will experience four to six hours of actually driving a car, in addition to observing other student drivers. Students not driving will be in the Safety and the Law class. At the completion of the course, students will receive a certificate designating them as trained drivers. The certificate is helpful in securing a reduced insurance rate.

370121CH Semester 1
370122CH Semester 2
Safety and the Law/1st Semester

0.5 Unit

0.5 Unit

Prerequisite: Must coordinate with same semester as Driver Education.

Safety and the Law /1st Semester is designed to teach and inform students about safety aspects and laws that pertain to a variety of different instructional topics. The course reinforces some topics discussed in Driver Education class such as car insurance, car maintenance, and alcohol and drug education. The course, in addition, focuses on truck/train safety, first aid, hunting/boating safety, the use of a cellular phone while driving, fire safety, and other units designed to provide the knowledge and skills necessary to be a safety-conscious member in our society. Students will be rotated out of this class for behind-the-wheel driving with their Driver Education teacher.

390R01CW/390R02CW
Academic Enrichment 1 & 2/Grade 9

1 Unit

Prerequisite: Students must have the recommendation of the IEP committee.

Students work in planned groups and on an individualized basis to accomplish goals and objectives set forth in the student's Individualized Education Plan. Emphasis is placed on skills necessary to pass the End-of-Course Exams.

390R03CW/390R04CW
Academic Enrichment 3 & 4/Grade 10

1 Unit

Prerequisite: Students must have the recommendation of the IEP committee.

Students continue to work on their IEP goals and objectives. Academic Enrichment is available for each semester of high school.

390R05CW/390R06CW
Academic Enrichment 5 & 6/Grade 11

1 Unit

Prerequisite: Students must have the recommendation of the IEP committee.

390R07CW/390R08CW
Academic Enrichment 7 & 8/Grade 12

1 Unit

Prerequisite: Students must have the recommendation of the IEP committee.

MILITARY SCIENCE: EMERALD HIGH SCHOOL

Air Force Junior ROTC is a citizenship program for high school students in the ninth through twelfth grades. AFJROTC encourages its students to get involved in their local communities to produce well-informed and helpful citizens. Each year's Aerospace Science course work relates to different themes, including Aviation History, the Science of Flight, Cultural Studies, and The Exploration of Space. To enhance classroom learning, students participate in extracurricular and social activities such as field trips, drill teams, honor guards, model rocketry, and dining-outs. The social event of the year is the Military Ball, a formal dinner/dance. Course content is divided between Aerospace Science (40 %) and Wellness/Physical Fitness (20%). Participation in AFJROTC are in no way obligated to the military.

PROGRAM BENEFITS:

Qualified AFJROTC cadets are eligible for advanced rank and pay grade upon enlistment in the service. College scholarship opportunities are available for suitable AFJROTC candidates who wish to pursue a college education. Cadets who qualify may also be nominated to attend one of the service academies. Program graduates will have developed proven leadership and management skills and values that will enhance their ability to perform in academic and employment arenas.

ENROLLMENT:

Candidates for the AFJROTC program must be enrolled in, and attending, a regular course of instruction at Emerald High School (EHS). The curriculum is developed for blended classes and it varies from year to year whether students are a first year freshman or fourth year senior.

375113CW

1 Unit

AFJROTC-100A Citizenship, Character, and Traditions: A Journey into Aviation History

Prerequisite: None

Leadership education introduces students to the AFJROTC program, instilling elements of good citizenship while providing a solid foundation for progressing through the next three years. It contains sections on cadets and Air Force organizational structure, uniform wear, self-control, citizenship, customs, courtesies, and other military traditions. Aerospace science focuses on the development and history of flight, with overviews of the principles of basic aeronautics, aircraft motion and control, flight power, rockets, as well as astronomical and space exploration. Wellness, drill, and ceremonies are included. There is a requirement to wear the Air Force Junior ROTC uniform once a week and meet prescribed dress and appearance standards.

375201CW

1 Unit

AFJROTC — 100B Citizenship, Character, and Traditions: A Journey into Aviation History

Prerequisite: None

Leadership education introduces students to the AFJROTC program, instilling elements of good citizenship while providing a solid foundation for progressing through the next three years. It contains sections on information about physical fitness and the benefits of making safe, drug-free decisions. Also available is an in-depth study of citizenship in the United States and it introduces the students to the different forms of government throughout the world. Aerospace science focuses on the early days of the Army Air Corps through air power in World War II. Students will also study astronomy and space, starting with the solar system and some early astronomers, then turning to rocketry and the space race. Wellness, drill and ceremonies are included. New students entering the program for the first time in the spring semester will begin with this course. There is a requirement to wear the Air Force Junior ROTC uniform once a week and meet prescribed dress and appearance standards.

375301CW

1 Unit

AFJROTC — 200A Life Skills and Career Opportunities: Science of Flight:

Prerequisite: Successful completion of AFJROTC-100.

In this course, the leadership education component focuses on preparing students for life after high school. Topics that will be covered include aiming towards a college degree and pursuing a career. Financial planning, educating students on keeping their money safe and secure, using insurance to protect what they have, and doing what matters most for their career are also topics covered. Aerospace science centers on the aerospace environment, human requirement to wear the Air Force Junior ROTC uniform once a week and meet prescribed dress and appearance standards.

375401CW

1 Unit

AFJROTC — 200B Life Skills and Career Opportunities: Science of Flight:

Prerequisite: Successful completion of AFJROTC-100.

The leadership education component continues to focus on preparing students for life after high school. This course teaches students how and when to apply for college and charting a course of study. Students will learn the importance of the job-search process, the purpose of a resume, and appropriate steps in building interviewing skills. Aerospace science covers how flight affects the human body and discusses flight environment, physical laws of gases, the respiration and circulation processes, G-force, motion sickness, and other stresses. Students will also explore the history of navigation and navigation instruments and aids. Wellness, drill and ceremonies are included. There is a requirement to wear the Air Force Junior ROTC uniform once per week and meet prescribed dress and appearance standards.

375501CW**1 Unit****AFJROTC — 220A Communication, Awareness and Leadership
Global and Cultural Studies**

Prerequisite: Successful completion of AFJROTC-100.

Leadership education stresses communication skills and understanding individuals, groups, and teams in preparation for assuming leadership positions. Aerospace science introduces students to various regions of the world from a geographic, historical, and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of cultures and enhanced knowledge of America's interests and role in the world. Regions studied may include the Middle East, Asia, Africa, Russia and the former Soviet Republics, Latin America, and Europe. Wellness, drill, and ceremonies are included. There is a requirement to wear the Air Force Junior ROTC uniform once a week and meet prescribed dress and appearance standards.

375601CW**1 Unit****AFJROTC — 220B Communication, Awareness and Leadership:
Global and Cultural Studies**

Prerequisite: Successful completion of AFJROTC -100.

Leadership education stresses how to communicate effectively. Students will learn the basics of the communication process, how to improve listening skills, and how to think critically. Student will also learn how to interpret events and experiences around them. Aerospace science introduces students to various regions of the world from a geographic, historical and cultural perspective. This course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Regions studied include Russia and the former Soviet Republics, Latin America, and Europe. Wellness, drill, and ceremonies are included. There is a requirement to wear the Air Force Junior ROTC uniform once a week and meet prescribed dress and appearance standards.

355700CW**1 Unit****AFJROTC — 300A Principles of Management:
Exploring Space: The High Frontier**

Prerequisite: Successful completion of AFJROTC - 100.

Leadership education focuses on the fundamentals of management with students encouraged to see themselves as the manager. It covers such topics as managers and management, historical roots of contemporary management practice, and management and the environment. Aerospace science centers on the space environment from the earliest days of interest in astronomy, 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 outer planets. Wellness, drill, and ceremonies are included. There is a requirement to wear the Air Force Junior ROTC uniform once a week and meet prescribed dress and appearance standards.

375800CW**1 Unit****AFJROTC — 300B Principles of Management:
Exploring Space: The High Frontier**

Prerequisite: Successful completion of AFJROTC - 100.

Leadership education focuses on the fundamentals of management, with students encouraged to see themselves as a manager. It covers managing change, stress, and innovation. Foundations of individual and group behavior, understanding work teams, interpersonal skills, and leadership and trust will be explored. Aerospace science delves into the space programs of several nations, the space shuttle program, space stations, and the many unmanned space probes. It focuses on the science and technology of space flight, orbits and trajectories, and how they work. Wellness, drill and ceremonies are included. There is a requirement to wear the Air Force Junior ROTC uniform once per week and meet prescribed dress and appearance and standards.

MILITARY SCIENCE: GREENWOOD HIGH SCHOOL

ARMY JUNIOR RESERVE OFFICER TRAINING CORPS:

Taught by retired army personnel, the Greenwood High School JROTC program is rated in the top ten percent of all Army JROTC programs in the United States and overseas. The program is designed to teach citizenship and leadership while instilling self-esteem, teamwork, and self-discipline. To accomplish this goal, JROTC "combines classroom instruction and extracurricular activities oriented toward attaining an awareness of rights, responsibilities, and privileges of citizenship; developing the Cadet's sense of personal responsibility; building life skills; and providing leadership opportunities."

The focus of the Army JROTC program is reflected in the mission statement: "To Motivate Young People to be Better Citizens." The Army JROTC program is not a recruitment program for the Armed Services. Combat skills are not taught and there is no military obligation incurred by participating in the program. The JROTC program at Greenwood High School offers eight levels (semesters) of instruction. The program is open to all qualified male and female full-time students. Army JROTC is designed to help students understand the role of the good citizen in American democracy and to assist students in exploring their potential as leaders in civilian or military life. The Program of Instruction (P01) includes components pertaining to citizenship, leadership, communications, drug awareness, and physical fitness. The JROTC program also meets the state requirements for a unit of physical education (PE).

Cadets may also participate in one or more of the extracurricular activities: Color Guard, Drill Teams (Fancy Exhibition Armed and Unarmed of Regulation Armed and Unarmed), Pellet (Rifle) Team, or Raider (Adventure) Team. The Cadet Battalion also participates in a variety of service learning, community, and school service projects.

BENEFITS FOR COLLEGE BOUND STUDENTS:

Academy Appointments: Seniors completing JROTC may be nominated to compete for appointment to one of the; service academies (Army-West Point, Navy-Annapolis, and The Air Force Academy) upon recommendation of the Senior Army Instructor and the Principal.

College ROTC: College ROTC credit may be granted by the Professor of Military Science at the college or university that the student attends. Students must have successfully completed JROTC 1, 2, 3, 4, 5, and 6 in order to receive credit for one year of college Military Science.

Scholarships: Special attention is given to Senior ROTC Scholarship applications from qualified JROTC graduates.

MILITARY CAREERS:

While the JROTC mission does not include recruiting for the military services, cadets can enter the service with higher rank and more pay when they complete four or more semesters of JROTC.

Cadets who successfully complete JROTC 1, 2, 3, and 4 and receive a favorable recommendation from the Senior Army Instructor may enter the military as Private E-2.

Successful completion of the above JROTC levels and JROTC 5 provides eligibility to enter the service as Private First Class (Seaman or Airman First Class), pay grade E-3.

ENROLLMENT:

Students must be age fourteen, a United States citizen, physically fit, of good moral character, have satisfactory academic grades, and have parent or guardian permission. Students having been convicted by a civil court or having received adjudication as a juvenile offender by a civil court for other than traffic offenses must obtain a waiver from Cadet Command in order to be enrolled.

375100CW **JROTC 1**

Prerequisite: See criteria for enrollment.

1 Unit

Cadets will be taught the organization and structure of the cadet battalion. Subject areas include: Introduction to JROTC (Rank and Structure), The Signs of Success (JROTC Activities, Awards, Ribbons), Wearing of the Uniform and Personal Appearance, The Stars and Stripes, American Military Traditions, Customs and Courtesies, Winning Colors (Tools for Improving Communication and Leadership Skills), Working Our Conflicts (Basic Guidelines for Managing Conflict), Leadership (Being a Responsible Team Member), Military Drill and Ceremony, Cadet Challenge (Physical Fitness Training), and Marksmanship and Safety.

375200CW **JROTC 2**

Prerequisite: Successful completion of JROTC 1.

1 Unit

While JROTC 1 is devoted to an introduction to JROTC focusing on extensive drill, physical fitness training, and behavior modification classes, JROTC 2 is oriented toward the required academics of Leadership, Education, and Training (LET). Subject areas include: Know Yourself, Learning to Learn, Study Skills, Communication Skills, Conflict Resolution, Financial Planning (Setting Financial Goals), Orientation to Service Learning, Physical Fitness Training, and Uniform Inspections and Drill.

375300CW
JROTC 3

1 Unit

Prerequisite: Successful completion of JROTC 2.

This course is designed to reinforce individual drill and ceremonies by placing cadets into basic leadership positions at the squad and platoon levels. Subject areas include: Leadership Laboratory, Learning How to Lead, Taking Charge: Knowing Your Responsibilities as a Leader, Leading and Teaching, Squad and Platoon Drill, Drill with Arms (Demilitarized M1903), Cadet Challenge, Map Reading, First Aid and Hygiene, Techniques of Communication, Wear of the Uniform, and Marksmanship and Safety. JROTC 3 will also include Unlocking Your Potential, a facilitated program to help students learn about building a positive self-image, the importance of goal setting, and the characteristics all high performers share.

375400CW
JROTC 4

1 Unit

Prerequisite: Successful completion of JROTC 3

This course, like JROTC 2, is oriented toward the academic requirements. Subject areas include: achieving a Healthy Lifestyle, First Aid for Emergency and Non-Emergency Situations, Map Skills, Citizenship Skills, Foundations of the American Political System, Creating the Constitution, The Bill of Rights, Citizen Roles in American Democracy, Making a Difference with Service Learning, Physical Fitness Training, Uniform Inspections and Drill.

375500CW
JROTC 5

1 Unit

Prerequisite: Successful completion of JROTC 4.

JROTC 5 is a one-semester course wherein the cadet is given a more active role in the supervising of the first- and second- year cadets. Cadets at this level may be assigned to senior positions of leadership within the battalion or as assistant or primary staff officers. Subject areas include: Citizenship in Action, Leadership Strategies, Leading Others, Physical Fitness Training, Uniform Inspections and Drill.

375600CW
JROTC 6

1 Unit

Prerequisite: Successful completion of JROTC 5.

The academic subjects of JROTC 6 are tailored to meet the requirements and needs of the lower classes. Cadets at this level are normally assigned to key leadership positions such as unit commanders and primary staff officers. JROTC 6 cadets are utilized as assistant instructors and are required to assist the Senior Army Instructor and Army Instructor in teaching the first-year cadets. As upper level unit leaders and staff officers, cadets are responsible for planning, conducting, and supervising the activities of the battalion. Subject areas include: Presentation Skills, Managing Conflict, Career Planning, Making a Difference with Service Learning, Physical Fitness Training, Uniform Inspections and Drill.

379916CW
JROTC 7

1 Unit

Prerequisite: Successful completion of JROTC 6

The leadership responsibilities for this level are greatly expanded. Like JROTC 6 cadets, JROTC 7 academic subjects are tailored to meet the requirements and needs of the lower level classes. JROTC 7 and 8 cadets are those cadets selected to assume the senior ranking positions of the battalion. In order to be selected for these positions, cadets must demonstrate outstanding leadership in JROTC 6 and exhibit the potential to assume positions of the highest authority and responsibility with minimal supervision. JROTC 7 and JROTC 8 cadets are at all times expected to provide a proper example for lower level cadets to emulate. Those cadets selected to assume the duties of battalion commander, battalion executive officer, and in some cases, company commanders are candidates for JROTC 7 and 8.

379917CW
JROTC 8

1 Unit

Prerequisite: Successful completion of JROTC 7.

See JROTC 7 description above. The Leadership responsibilities for JROTC 8 cadets are the greatest in the battalion. JROTC 8 cadets will hold the highest position in the battalion and will perform assistant instructor duties. Since only those cadets who are selected for highest levels of command and staff positions may take JROTC 7 and 8. They must have the approval of the Senior Army Instructor and the principal. Subject areas include: Financial Planning, Credit: Buy Now Pay Later; Insurance: Your Protection; Preparing to Teach, Using and Developing Lesson Plans, Delivering Instruction; Using Variety in Your Lesson Plan; Thinking Maps and Graphic Organizers; Using Feedback in the Classroom; Making a Difference with Service Learning; Physical Fitness Training; Uniform Inspections and Drill.

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