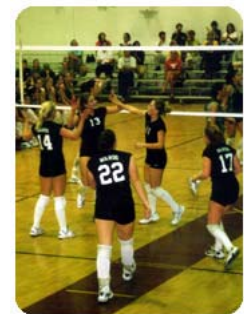


# WANDO HIGH SCHOOL PROGRAM OF STUDIES 2010-2011



[www.wandohigh.com](http://www.wandohigh.com)



**WANDO HIGH SCHOOL**  
**1000 Warrior Way**  
**Mount Pleasant, South Carolina 29466**

**ADMINISTRATION**  
**Lucy G. Beckham, Principal**

	<u>Telephone</u>	<u>Fax</u>
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**Assistant Principals**

Sharon Randall	A - Cl	10 - 12
Mike Ryan	Co - G	10 - 12
Sherry Eppelsheimer	H - Le	10 - 12
Bryan Hearn	Li - Pe	10 - 12
Jeremy Jourdan	Ph - S	10 - 12
Robert Woody	T - Z	10 - 12
B. J. Outlaw	Data Management and Student Services	

**GUIDANCE COUNSELORS**

Sylvia Chitty, Guidance Director

Michelle Barini	A - Chin	10 - 12
Rosemary Kogelschatz	Chis - Frasier	10 - 12
Lauren Hatley	Fray - Hurl	10 - 12
Allison Byrd	Hurn - McBeath	10 - 12
Tonya Morelli	McBrayer - Plumb	10 - 12
Fronde Stille	Poe - Sta	10 - 12
Sheila Sparks	Steed - Z	10 - 12

**NINTH GRADE ACADEMY**

Kim Wilson	Associate Principal	A - I
Cheryl Swinton	Assistant Principal	J - S
Robert Woody	Assistant Principal	T - Z

**Guidance Counselors**

Justin McGee	A - Gra
Sarah Breland	Gre - O'Toole
Molly Wallace	Oakley - Z

It is the policy of the Charleston County School District not to discriminate on the basis of race as required by Title VI of the Civil Rights Act of 1964, on the basis of sex as required by Title IX of the 1972 Education Amendments, or on the basis of handicap as required by Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act, PL 101 - 476; and other Civil Rights Laws.

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**Disclaimer:** This Program of Studies contains information current as of January 19, 2010. As State and District policies and regulations are revised, this document will be updated. Updated information will be available in the Wando Guidance Office. Some courses in the Program of Studies may not be offered due to lack of enrollment.

## GENERAL REGISTRATION INFORMATION

Wando High School's Program of Studies has been prepared for students, parents, teachers, and guidance counselors. Please review this information carefully.

Students will receive individual advisement from guidance counselors to help them make appropriate course selections. In some cases, academic recommendations are necessary from the student's teachers prior to his/her guidance conference.

Each student's academic advisor and teachers should also serve as resources for advice and help in making course selections and the process for registering for classes.

Students should take seriously the selection of courses for the next school year and choose a course of study based on their individual goals and abilities.

In addition to reviewing the South Carolina requirements for a high school diploma, students should also review the minimum requirements for admission to South Carolina public four-year colleges and universities as specified by the South Carolina Commission on Higher Education. These requirements are summarized on pages 12 – 13 of this Program of Studies.

Students' elective course choices are very important and should be made in alignment with their college and career goals. Students are encouraged to complete a major of four elective courses based on their long-term occupational goals. The Curriculum Framework provides an outline of the schools of study, clusters, and majors available at Wando High School. The 2010-2011 Curriculum Framework will be used as a part of the course selection process.

Many colleges and universities are highly selective in their admissions. Wando students are encouraged to select a rigorous course of study and enroll in higher level courses as much as possible.

Although guidance counselors are available for academic advising, students and their parents are responsible for making certain that the student's academic plan meets the requirements of both the intended diploma and college of choice.

A rigorous senior year of study is an expectation of many colleges and employers. Wando's seniors are encouraged to select challenging courses and to consider advanced placement and dual credit options. Seniors should also consider courses which can lead to industry certification and employment.

The courses students select are the basis for the employment of teachers and the development of the master schedule. Any request for a schedule change should be made by May 28, 2010.

**Disclaimer:** Wando High School makes every effort to ensure that the information in this Program of Studies is informative and accurate. However, new statutes and regulations may impact, negate, or change the implementation of the programs and/or courses described. This Program of Studies should in no way be seen as a contract, but as a guideline for students as they move through their high school years.

### WANDO HIGH SCHOOL MISSION STATEMENT

The mission of Wando High School, in partnership with parents and community, is to educate all students by providing a challenging program of study, to encourage lifelong academic and applied learning, and to graduate students prepared to meet the challenge of a rapidly changing and diverse global society.

# 2010-2011

## COURSE DESCRIPTION AND REGISTRATION GUIDE

### SOUTH CAROLINA HIGH SCHOOL DIPLOMA REQUIREMENTS

In order to receive a state high school diploma, the student must have attended the high school issuing the diploma for at least the semester immediately preceding graduation except in the case of a bona fide change of residence to a location where the sending school will not grant the diploma.

Based on State law, requirements to receive a South Carolina High School Diploma (graduation requirements) for students in grades 9 – 12 are prescribed as follows:

English/Language Arts	4 units
Mathematics	4 units
Science*	3 units
United States History and Constitution	1 unit
Economics	½ unit
United States Government	½ unit
Other Social Studies	1 unit
Physical Education or JROTC	1 unit
Computer Science	1 unit
Foreign Language (College Prep)**	1 unit
or	
Career and Technology (Tech Prep)***	1 unit
<b>Total Core Units</b>	<b>17 units</b>
 Electives:	 7 units
Language arts, mathematics, science, social studies, visual and performing arts, foreign language, career and technology, physical education, etc, to include comprehensive health education****	
 <b>Total Units Required</b>	 <b>24 units</b>
Pass South Carolina Exit Exam*****	
Computer Science Requirement	

\*All students must take Physical Science prior to the Exit Exam at the end of the second year of high school. Beginning with the graduating class of 2010, students must pass a physical science course as a graduation requirement. The South Carolina Commission on Higher Education and the South Carolina Department of Education recommend that college bound students earn three units in laboratory science, in addition to one unit in Physical Science.

\*\*Many colleges and the South Carolina Department of Education recommend that college bound students earn 2 – 3 units in the SAME foreign language.

\*\*\*A Career and Technology unit used to meet the computer science unit required for graduation cannot be used to meet the Tech Prep unit requirement for graduation. Students with an approved sequence of Career and Technology courses (4 units) leading to a

career goal will be program completers and receive a Completer Certificate in addition to their South Carolina High School Diploma.

\*\*\*\*A unit of study which meets the Comprehensive Health Requirements must be included in a course completed by the student prior to graduation such as Personal Health, Community Health, Human Health and Development, Family and Consumer Sciences, or Health Science Technology.

\*\*\*\*\*The South Carolina Exit Examination (HSAP) based on the South Carolina Curriculum Standards will be administered in mathematics and in English/language arts. Students must pass all sections of the Exit Examination in order to graduate with a South Carolina High School Diploma. Students who fail one or more sections of the exam may retake the failed section(s) during the junior or senior year.

Remediation for the exit examination is provided by the schools. Once all other graduation requirements are met, the student may continue to participate in remediation and retake sections of the test until reaching the age of 21. Students who have met all other graduation requirements but have not passed the exit examination must choose from the following alternatives:

1. In lieu of a South Carolina High School Diploma, accept a South Carolina High School Certificate;
2. Attend remediation in a CCSD approved summer program (payment is required), pass the exit examination and receive a diploma from the home high school;
3. Enroll in a high school as a full-time student (minimum course load of 5 units), including remediation, and retake the exit examination and receive a diploma from the high school; or
4. Accept a certificate, officially withdraw from the home high school, enroll in an adult education center for remediation services, pass the exit examination and receive a South Carolina High School Diploma from the high school where the adult education center is based.

To be admitted to retake any section of the exit examination, the student must have attended a minimum of 12 hours of remediation for each section,

either through the high school, a CCSD approved summer program or the adult education program.

### **COMPUTER SCIENCE GRADUATION REQUIREMENTS**

All students must earn one unit of credit in computer science. If the student takes a keyboarding course, that course may count as ½ of the required unit of computer science.

For all Business, Management, and Administration Cluster and Marketing, Sales, and Services Cluster courses, keyboarding or documented keyboarding skills based on the keyboarding course competencies is a prerequisite.

A unit of credit applied toward the computer science requirement may **not** also be used to meet the mathematics requirements or the Career Technology Education requirements for graduation.

The following courses may count as computer science credit:

**Computer Education**

AP Computer Science (A, B)                      ½, 1

**Science, Technology, Engineering, and Mathematics**

Project Lead The Way                              1

**Business, Management, and Administration Cluster**

\*Digital Desktop Publishing                      ½, 1  
 Digital Input Technology                          ½, 1  
 \*Digital Multimedia                                ½, 1  
 \*Web Page Design and Development        ½, 1

**Information Technology Cluster**

\*Computer Programming                        1, 2  
 Information Technology Foundations        ½, 1  
 Networking                                        1, 2  
 Computer Service Technology                1, 2  
 Oracle Database                                 1  
 \*Foundations of Animation                    1  
 (Animated Computer Production)  
 \*Image Editing 1 (Digital Imaging 1/  
 Photoshop 1)                                      1

Documented mastery of the Keyboarding competencies is required prior to taking some of the above courses based on prerequisites listed in the state standards. These courses are acknowledged with an asterisk (\*) before the name of the approved course listed above.

### **OVERVIEW OF COURSE OFFERINGS**

The High School Program of Studies is designed to provide all students a wide variety of challenging courses in all curricular areas. Schools must prepare students to succeed in the global economy of the 21<sup>st</sup> Century. Students must acquire academic knowledge, technical skills, problem solving abilities, and teamwork techniques. This Program of Studies provides the opportunity for students to prepare for post-secondary

education or to apply their skills in the workplace. Students select among courses appropriate for their career plans. Career guidance and counseling is provided to all students to assist them in selecting courses that will prepare them for future career options.

### **SOUTH CAROLINA END-OF-COURSE EXAMINATIONS**

After completion of the following courses, the State of South Carolina mandates an end-of-course examination:

- Algebra 1/Algebra 1, Part 2
- English 1
- Physical Science
- U. S. History and Constitution

Scores for these examinations will count 20 percent of each student's grade in that course.

### **SCHOOL-TO-CAREERS**

The purpose of the School-to-Careers program is to establish a system to equip all students with relevant academic skills, marketable occupational skills, and appropriate workplace behaviors. Learning activities that students participate in outside of class that are connected with a business are referred to as work-based learning activities. Students who participate in an Internship, Work-based Credit, Youth or Registered Apprenticeship may earn an elective unit of credit if requirements are met.

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#### **Work-Based Learning Opportunities**

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**Shadowing:**                      Students observe an employee on the job for up to one day to better understand a career.

**Youth Apprenticeship:**        Students “learn and earn” in a structured program at the workplace with the help of a mentor. Students receive recognized credentials when completed.

**Internship:**                      Students receive “hands-on” learning in an area of interest for a specific time period.

**Mentoring:**                      Students receive day-to-day, one-on-one support and guidance at the worksite.

**Service Learning:**              Students work in a service project at a worksite or community agency related to their course of study.

### **MODIFIED SEMESTER SCHEDULE: 4 X 4**

Wando High School will utilize a four period a day/ semester schedule for the 2010-2011 school year for most courses. This modified semester schedule, also known as 4 x 4, is designed to help students succeed. Students are able to take four 90-minute classes each term. They may earn eight credits per year and may have a total of 32 choices over a four year period. Selected courses meet on an A/B day alternating schedule. Other courses may meet daily.

Advantages to the concentrated semester schedule are obvious. Taking four courses enables students to focus their time and energy for increased learning and improved grades. Teachers have fewer students to work with so they can get to know and help each individual better. Longer class periods allow time for varied instructional methods, widespread computer use and time to complete laboratory activities and projects. Research indicates improvements in grades and discipline.

### GUIDELINES FOR REGISTERING

All Wando freshmen and sophomores must register for eight (8) units of high school credit. **Students must make an alternate course selection for each elective course.** Juniors must register for at least six (6) units of credit. Seniors are required to enroll in at least five (5) courses with a minimum of two (2) courses in one term and three (3) in the other term. Students and parents should exercise good judgment in selecting alternatives, for these will replace any selected elective courses without further consultation with students or parents.

All English courses must be taken in sequence (1, 2, 3, and 4) with only one required English per year unless a course is being repeated. Placement in the ninth grade mathematics and science classes is determined by the level of mathematics achieved at the end of the eighth grade.

Placement in classes will be determined by grades, test scores, and teacher recommendations. Students should not register for courses for which they are not prepared. It is very important to understand that each course begins at an expected level of student ability and performance.

**Students are reminded that once school begins a change in course level may be impossible due to the lack of space in the course(s) to which they wish to move or limitations in rearranging other courses in the student's schedule. In such cases, the student is required to remain in the course originally chosen.**

### AVAILABILITY OF CLASSES

Decisions on whether courses can be offered are dependent on student enrollment and teacher staffing. Wando High School reserves the right to cancel or eliminate courses for any given school year. If the administration decides to cancel a course due to low student enrollment or lack of teachers, the student's alternate choice will be used. If that course is also not available, the student will be consulted to make a new selection. If the student cannot be reached, his/her administrator or counselor will make the choice.

### GRADE CLASSIFICATION

Grade classification is determined only at the beginning of the school year.

#### GRADE 9

In order to be classified as a ninth grade student, the individual must have met the requirements of the Grade Eight Promotion Standards.

#### GRADE 10

In order to be classified as a tenth grade student, the individual must have completed six (6) units to include:

- One unit in English 1
- One unit in mathematics

For the purposes of the administration of the South Carolina Exit Examination, the students will be tested in the spring of the second year after their initial enrollment in the ninth grade, even if they are not classified as a tenth grader for other purposes.

#### GRADE 11

In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include:

- One unit in English 1
- One unit in English 2
- Two units in mathematics
- One unit in science

In addition, students who do not pass one or more subtests of the South Carolina Exit Examination, administered in the second year of high school, will be put on academic probation until all subtests are passed.

#### GRADE 12

In order to be classified as a twelfth grade student, the individual must have completed eighteen (18) units to include\*:

- One unit in English 1
- One unit in English 2
- One unit in English 3
- Three units in mathematics
- Two units in science

In addition, the student must be enrolled in all other units, required and elective, needed to complete graduation requirements.

\*If a student has sixteen (16) units and is enrolled in course work which would allow him/her to complete the twenty-four (24) units needed for a South Carolina High School Diploma within the school year, the student will be designated as a senior. However, designation as a senior is not a guarantee that graduation requirements will be successfully met.



## COLLEGE CREDITS WHILE IN HIGH SCHOOL

Wando students may also obtain college credits through the following programs:

**Advanced Placement Courses** are designed for students ready for college level academic work. This program is operated by a national organization, the College Board, which defines course curriculum, provides teacher training, and administers a national standardized examination for each course.

By South Carolina regulation, students enrolled in an Advanced Placement course funded by the State MUST take the Advanced Placement examination administered by the College Board. Most colleges award college credit to students who earn at least a rating of "3" out of a possible "5" on the examination while others require a score of "4". Some colleges require successful completion of Advanced Placement courses for admission to the college and do not award credits toward the college degree. Parents and students are advised to check with colleges for details. The student's grade for a high school Carnegie unit will be based on the teacher's course grades and the course grade will receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale.

**Career and Technical Advanced Placement (CTAP)** is a Trident Technical College (TTC) program that allows qualified high school students to earn TTC credit by demonstrating mastery of college course competencies. Students who successfully complete specific high school courses in Career and Technical Education (CTE) and who demonstrate mastery of college course competencies will be awarded exemption credit toward their programs at TTC.

**Dual Credit Courses** whether they are taken at the high school where the student is enrolled or at a post-secondary institution are those courses for which the student has been granted permission to earn both Carnegie units (high school) and college credit. Students must have prior permission from the principal to enroll for dual credit and meet the requirements specified by the college. **Students are responsible for verifying any college's acceptance of credits earned as dual credit.** Enrollment in a dual credit course does not guarantee college acceptance.

Dual credit college courses will be offered on the Wando campus through a special arrangement with Trident Technical College. Only courses applicable to baccalaureate or associate degrees offered by accredited institutions in South Carolina may be accepted for dual credit. Tuition, books and other college course fees shall be at the expense of the student or his/her parents or legal guardians.

Lottery tuition scholarships may be available which could pay some portion of the tuition for students enrolled in six or more college hours at Trident Technical College.

A three-hour college course shall transfer as a 1.0 Carnegie unit at the high school. These courses receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale.

More information will be available during registration. Forms for permission to enroll in college courses for dual credit are available in the Guidance Office.

**The Teacher Cadet Program** is a college level dual credit course intended for students interested in pursuing a career in education. Opportunities are provided for students to gain factual information about teaching as a profession as well as to observe and experience teaching activities in various school settings.

Students are responsible for verifying any college's acceptance of credits earned for Teacher Cadet. Enrollment in the course does not guarantee college acceptance.

## ATTENDANCE/DENIAL OF CREDIT

Attendance is a requirement for promotion and/or credit. Students must attend at least 85 days of a 90-day course or 170 days of a 180-day course or 42 days of a 45-day course. Students who exceed the approved limits for unexcused absences may not receive credit in the course.

## NOTES FOR ABSENCES

According to South Carolina law, excessive student absences may lead to denial of credit. Students must present an excuse to proper school officials within three school days following the return from an absence or absences. These notes are crucial in determining whether credit can be awarded. Physicians' notes and excuses for legal appointments and death in the family are important factors in determining if credit can be awarded. Notes must be turned in as soon as the student returns to school.

## EARLY COMPLETION

The purpose of having a 4 x 4 schedule is to provide students more opportunities to take a broader array of courses as well as to have room to "specialize" in a career interest area. Course requirements are outlined for each grade level. Early completion is highly discouraged and will be considered on an individual basis after the principal receives a written request from the parents and student detailing reasons for the request. The request should be given to the student's guidance counselor for processing. Commencement

Exercises will be held only at the end of the school year. Students are encouraged to take advantage of dual credit and other curriculum opportunities that will better prepare them for further studies and employment.

### LATE ARRIVAL/EARLY DISMISSAL

The first priority given in course scheduling is to make certain that all students receive the strongest academic preparation possible. Freshmen and sophomores are not eligible for late arrival/early dismissal. Late arrival or early dismissal will be considered only after all other courses are scheduled.

1. Juniors must be enrolled in at least six courses.
2. Seniors are required to enroll in at least five courses for the year with at least two courses in one term and three courses in the other.

### COURSE LOAD

All students enrolled as regular students in grades 9 – 12 at Wando High School must be enrolled in a minimum of courses or unit equivalents as follows:

Grades 9 – 10	8 units
Grade 11	6 units
Grade 12	5 units

### EMBEDDED COURSES

Some courses, referred to as “embedded courses,” will meet for 50 minutes for one term (½ unit) or both terms (1 unit). Students who select one of these embedded courses must “match” it with another course that will meet for 50 minutes. Embedded classes are scheduled during third block on either side of the student’s lunch period. Possible electives for students who select an embedded course will be given to students when they meet with their guidance counselors.

### A/B DAY COURSES

Selected courses meet on an alternating day cycle.

### SCHEDULE CHANGES 2010 - 2011

Students are urged to consider their course selections carefully during registration. Teacher assignments, course offerings, and class sizes are determined from registration information. The master schedule is developed based on what students requested in the spring.

**Any request for a schedule change for the 2010-2011 school year must be made prior to May 28, 2010.** After May 28, students may not request changes except for the following reasons:

- When credit is needed for graduation;
- When credit has been earned in summer school;

- When a student has not passed the prerequisite for the next course;
- When a student has previously failed with a teacher and space is available in another section;
- When the administration determines a level change is necessary based on the recommendation of the teacher and approval of the parent.

Please note the following with regard to schedules:

- Choice of teachers cannot be honored.
- Schedules cannot be changed to accommodate jobs after school.
- Schedules will not be rearranged to accommodate requests for late arrivals or early dismissals.
- Change of course selections may adversely affect eligibility for interscholastic competitions including athletics. Student athletes should consult with the Athletic Director prior to making schedule changes.

### TRANSFER STUDENTS INTO CHARLESTON COUNTY

When a student transfers into Charleston County School District, the guidance staff at the school analyzes the transcript. Most courses will be comparable to courses offered in Charleston County. District course numbers may be used when entering the data from the transcript. *See Appendix A for transfer credit procedures.*

In all transfers when a student is moving to the next level of instruction (e.g., transferring in French 1 and enrolling in French 2), the school may enroll the student in the higher level course and, if the student is unsuccessful, move the student back to repeat the transferred course as an audit. The grade transferred will remain on the student’s record. Schedule changes require administrative approval and decisions should be made only after consultation with the teacher, student and parent(s).

### TRANSFER STUDENTS

High school schedules and course offerings vary from high school to high school both within Charleston County School District and from district to district.

Parents and students are cautioned that it may not be possible to transfer all credits for courses in progress from one school to another if the student transfers during the middle of a school year. The difficulty in transferring credit increases if the move occurs during the semester. Every effort will be made by the receiving high school to evaluate a student’s transcript and move the student into the schedule with minimal disruption to the student’s plan of study. Courses transferred from

another South Carolina public school will be transferred with the grade weight awarded by the sending school.

### CONVERTING GRADES ON TRANSCRIPTS

When transcripts are received from accredited out-of-state schools (or in state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record.

If the transcript displays letter grades with no numerical averages, this conversion will apply:

A	=	96
B	=	88
C	=	80
D	=	73
F	=	61

If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 70, that average will be converted to a 73 numerical grade on the new scale. See State Board of Education Regulation 43-273 for complete information on transfers and withdrawals. The criterion for accepting transcripts from home schools is a local decision.

If the transcript shows that the student has earned a grade of P (passing), that grade will be converted to a numerical designation on the basis of 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. For example, if a student transfers with a cumulative GPA of 3.5 on the CP scale, the grade of P would be converted to an 89. A grade of P, in other words, will neither positively nor negatively impact the student's transfer GPA.

NOTE: A student transferring in from a High School League member school (HSL) without a bona fide change of address would have to sit out one full academic school year before being eligible to participate on an athletic team. For complete information on transfer rules and regulations, please visit the High School League web site at [www.schsl.org](http://www.schsl.org).

### SOUTH CAROLINA VIRTUAL SCHOOL

The South Carolina Virtual High School Program is an effective online learning opportunity for students. Online courses provide an effective alternative for motivated students to meet graduation requirements, resolve scheduling conflicts, as a homebound option,

and to recover credit. They also provide a flexible option for students who require an alternative setting.

Online learning is not easier than the traditional educational process. In fact, many students say that it requires more time and commitment than traditional coursework. It is strongly recommended that students participate in traditional courses when they are available.

A school administrator or guidance counselor must approve all requests for enrolling in a virtual school course.

Students may be awarded a maximum of three online initial credits in a school year. No more than twelve initial online credits are allowed throughout high school.

Students may take credit recovery courses in the core content areas (English, mathematics, social studies, and science). Students must also have taken the End-of-Course Examination if the course requires. Students may take a maximum of two credit recovery courses per semester during the regular school year. Students will be awarded college preparatory credit and quality points for all credit recovery courses.

Please see your guidance counselor for further information.

### CREDIT RECOVERY

Credit recovery is an option for schools to implement in order to better assist students who are at risk of failing to graduate due to course failure. The purpose of this program is to offer an opportunity for motivated students to accelerate their progress using an alternative instructional model to master rigorous curriculum standards and move on to more advanced required course work with success. Credit Recovery is for students who have met the seat time requirement (120 hours for 1 unit and 60 hours for ½ unit) and earned a final grade of 61-69.

Students who did not meet the seat time requirement, earned a "WF" or have a final grade below 61 are not eligible for credit recovery.

There are specific guidelines for participation in the Credit Recovery courses. Please contact your guidance counselor for more information.

### COMMENCEMENT EXERCISES

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

Students who pass the required twenty-four (24) units but fail to pass all parts of the Exit Exam are allowed to participate in commencement exercises but receive a certificate rather than a diploma.

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

Failure to complete requirements will prohibit participation in commencement exercises. The school is not responsible for announcements, caps and gowns or other graduation paraphernalia for those students who do not complete requirements.

### CERTIFICATES

**South Carolina Certificate of Attendance:** This certificate is awarded to students who have completed the required units for the State High School Diploma but have failed any part of the South Carolina Exit Examination.

**Charleston County School District Certificate of Completion:** This certificate is awarded to exceptional education students whose handicapping conditions may limit achievement in one or more academic disciplines but who complete a program of studies as specified in their Individual Education Plans.

### AWARDS

For all State awards, only those students who are candidates for a South Carolina High School Diploma will be included in the calculation of class rank. Students in the Charleston County School District may receive the following awards:

#### Charleston County Board Scholar Certificate

This certificate is awarded to graduating seniors based on GPA calculated at the end of the third nine weeks grading period. A student must achieve a four year GPA of 4.25 or better on the South Carolina Uniform Grading Scale with no rounding up or down.

#### Selection of Honor Graduates

To be named first or second honor graduate a student must, at a minimum:

1. Have been enrolled in the school for the entire junior and senior years; and
2. Have the highest GPA in the senior class as calculated at the end of the third nine weeks grading period.

In the event two or more students tie, the students would share the honor.

### INTERSCHOLASTIC ACTIVITY ELIGIBILITY

#### Eligibility for Activities

The South Carolina High School League has implemented academic standards for any student who wishes to participate in interscholastic activities and competition. Students must earn passing grades to qualify to play sports, participate in band, or participate in other competitive activities between high schools.

#### Interscholastic Athletic Activities

To participate in interscholastic athletic activities, students in grades 9 – 12 must achieve an overall passing average in addition to the following:

1. To be eligible in the first semester a student must pass a minimum of five (5) Carnegie units applicable toward a high school diploma during the previous year. At least two (2) units must have been passed during the second semester or summer school/credit recovery.
2. To be eligible during the second semester the student must meet one of the following conditions:
  - a. If the student met first semester eligibility requirements, then he or she must pass the equivalent of four,  $\frac{1}{2}$  units during the first semester.
  - b. If the student did not meet first semester eligibility requirements, then he or she must pass the equivalent of five,  $\frac{1}{2}$  units during the first semester.

For more details, see your coach, sponsor, or guidance counselor.



#### NCAA Eligibility Requirements

The National Collegiate Athletic Association (NCAA) has in force policies regarding athletic eligibility for Division I and Division II schools.

Every college-bound student-athlete, both domestic and international, who is attending an NCAA Division I or II institution for the first time, must be certified by the eligibility center. This includes college-bound student-athletes who are transferring from any two- or four-year institutions (including international institutions) that are not members of NCAA Division I or II. Thus, if an individual wants to participate in athletics at an NCAA Division I or II institution, the college-bound student-athlete must register with the eligibility center and submit the appropriate documentation to receive a certification decision.

## Academic-Eligibility Requirements

### Division I:

If you want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these 16 core courses:
  - 4 years of English
  - 3 years of mathematics (Algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science)
  - 1 extra year of English, mathematics or natural or physical science
  - 2 years of social science
  - 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy);
- Earn a minimum required grade point average in core courses; and
- Earn a combined SAT or ACT sum score that matches the core-course grade point average on the test score sliding scale found on page four in the 2009-2010 Guide for the College-Bound Student-Athlete. This guide can be found on the NCAA website [www.ncaapublications.com](http://www.ncaapublications.com).

### Requirement to graduate with your high school class:

You must complete the 16 core-course requirement in eight semesters, which begins when you initially started high school with your ninth grade class. If you graduate from high school in eight semesters with your class, you may use one core course completed in the year after graduation (summer or academic year) to meet the NCAA Division I eligibility requirements.

You may complete the core course at a location other than the high school from which you graduated and may initially enroll full time at a collegiate institution at any time after completion of the core course.

### Division II

#### 2009 - July 31, 2013

If you enroll in a Division II college and want to participate in athletics or receive an athletic scholarship your first year, you must:

- Graduate from high school;
- Complete these 14 core courses:
  - 3 years of English
  - 2 years of mathematics (Algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science)
  - 2 additional years of English, mathematics, or natural or physical science
  - 2 years of social science

- 3 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy);
- Earn a 2.000 grade-point average or better in your core courses; and
- Earn a combined SAT score of 820 or an ACT sum score of 68.

### August 1, 2013, and After

If you enroll in a Division II college on or after August 1, 2013, and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these 16 core courses:
  - 3 years of English
  - 2 years of mathematics (Algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science)
  - 3 additional years of English, mathematics, or natural or physical science
  - 2 years of social science
  - 4 years of additional core courses (from any category above, or foreign language, non-doctrinal religion or philosophy);
- Earn a 2.000 grade-point average or better in your core courses; and
- Earn a combined SAT score or 820 or an ACT sum score of 68.

**Disclaimer:** The information contained in this publication is provided as a service to prospective student-athletes and does not constitute binding advice or compliance with the NCAA rules and bylaws. NCAA rules and bylaws are subject to change. For more information, see [www.ncaa.org](http://www.ncaa.org).

## GRADING POLICY, GRADE RATIO AND CLASS RANK

### Grade Changes

Grades can only be changed on a grade card, transcript, or permanent record if the Post-Marking Period Grade Change Form is used, the form contains all required signatures, and the form is filed in the student's permanent record.

### South Carolina Uniform Grading Scale

As required by State law, the South Carolina Uniform Grading Scale is in effect for all students.



Letter Grade	S. C. Uniform Grading Scale
A	93 - 100
B	85 - 92
C	77 - 84
D	70 - 76
F	69 or below

All grades will be interpreted for all purposes using the South Carolina Uniform Grading Scale. Numerical grades will appear on the report card.

### Withdrawing from a Course

With the first day of enrollment in the course as a baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course shall be assigned a WF, and the WF (as a 61) will be calculated in the student's overall grade point average.

The three-, five-, and ten-day limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following policies:

- The student will receive a WP if he or she was passing the course. The grade of WP will carry no Carnegie units and no quality points will be factored into the student's GPA.
- The student will receive a WF if he or she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as 61.

If a student fails a course due to excessive absences, an FA will be recorded on his or her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 61.

### Retaking a Course

Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a D or an F in that course. The student's record will reflect all courses he or she has taken and the grades he or she has earned.

The student may retake the course either during the current school year or during the next school year but no later than the second year. In addition, the student must retake the course before he or she has enrolled in

the next sequential course (unless the student is granted approval by school administration to do so).

A student who has taken a course for a Carnegie unit prior to his or her ninth grade year may retake that course regardless of the grade he or she earned. In such a case, only the retake grade will be used in figuring the student's GPA and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade the student previously earned.

Honors credit may be earned only for courses that have published syllabi that establish higher standards. Honors credit may be awarded at all levels of English, science, mathematics, and social studies but only for the third and fourth levels in a course sequence in other content areas.

### SOUTH CAROLINA UNIFORM GRADING POLICY WEIGHTS FOR CLASS RANK, LIFE SCHOLARSHIP QUALIFICATION AND ALL OTHER PURPOSES

- ❖ Honors/pre-IB – add .5 quality points
- ❖ Dual Credit/Advanced Placement (AP)/International Baccalaureate (IB) – add 1.0 quality points
- ❖ GPA – calculated as an average of quality points

The formula will yield the student's GPA that can be ranked from highest to lowest rank in class. The GPA will be calculated to three decimal places. All diploma candidates will be included in the ranking. Students who tie for a rank will share that rank.

Grade Point Average will be calculated using the following formula:

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

### EXAMPLE

Student A	Grade	Quality Points	Unit
English 1 CP	91	3.750	1.0
Algebra 1 CP	87	3.250	1.0
Physical Science CP	94	4.125	1.0
World Geography Honors	83	3.250	1.0
Physical Education CP	92	3.875	.5
French 1 CP	84	2.875	1.0
Sum			5.5

COMPUTATION (quality points x units) of GPA:

	Quality Points	Unit	Quality Points x Units
English 1 CP	3.750	1.0	3.750
Algebra 1 CP	3.250	1.0	3.250
Physical Science CP	4.125	1.0	4.125
World Geography Honors	3.250	1.0	3.250
Physical Education CP	3.875	.5	1.9375
French 1 CP	2.875	1.0	2.875
Sum of Units Attempted		5.5	19.1875

$$\text{GPA} = \frac{19.1875}{5.5} = 3.488$$

Computations will not be rounded to a higher number.

**Note:** If a student transfers from one section to another of the same course where different weights are assigned (e.g., from Honors Algebra 2 to CP Algebra 2), the weight assigned to the grade shall be the weight for which the course is completed; partial weights cannot be assigned. Level changes upward must be completed by the end of the first grading period of a course. See *Appendix B for the Grade Point Conversion Chart*.

### FOREIGN EXCHANGE PROGRAM

Charleston County School District students who spend a year studying in a foreign country in an approved exchange program are to be afforded an opportunity to earn credits.

1. The student must obtain prior approval in writing from the home school principal before going abroad.
2. A course of study should be planned that would enable a student to earn credits similar to those earned at the home school. Mathematics, science, some history, foreign languages, and computer courses should be closely associated with our own offerings. A student may be required to earn his/her English credit on his/her return to Charleston County School District or to turn in work from a pre-approved independent study program equivalent to one unit of credit. United States History, American Government, and Economics have to be taken here.
3. A certified transcript from the exchange school must be received prior to awarding credit.
4. Attendance periods in foreign countries would have to reasonably approximate our own.

Foreign students who visit this country and attend our schools will be given an opportunity to learn about our country and its people. However, Charleston County School District is under no obligation to award a South Carolina High School Diploma to foreign exchange students. Wando High School reserves the right to limit the enrollment of foreign exchange students because of overcrowding or lack of availability of certain courses.

## PREPARING FOR THE PSAT/SAT/ACT PLAN/ACT

### PSAT

#### The PSAT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

has two primary purposes. It introduces a student to the organization and types of questions found on the SAT and helps students to predict their scores on the SAT. The junior year PSAT scores are also used in selecting semi-finalists for the National Merit Scholarship awards, early college admissions, and programs such as the Governor's School and college Junior Scholar/Fellow awards. The PSAT is given only once each year in October. The PSAT is similar to the new SAT format.

### SAT

**The new SAT (Scholastic Aptitude Test)** is a 3.5 hour test which includes three sections – mathematics, critical reading, and writing. The verbal portion tests the student's vocabulary, verbal reasoning, and reading comprehension. The mathematics portion tests the student's ability to solve problems involving arithmetic reasoning, algebra, and geometry. Each section is scored on a 200-800 point scale. The most significant change to the new SAT is the addition of a 30-minute handwritten essay. There are no analogies on the test. The verbal portion of the test will include short critical reading passages and new multiple choice grammar questions. The mathematics portion of the test no longer includes quantitative-comparison questions. However, Algebra 2 and geometry content have been added. Wando High School suggests taking the SAT at the end of the student's junior year. If the student waits until his senior year, it is strongly recommended that he take the test when it is first given in October. Wando High School is a testing site for the SAT.

### ACT PLAN

**The ACT PLAN (American College Test Plan)** helps prepare a student to take the ACT by familiarizing them with the content and format of the test. The PLAN provides a predictive ACT composite score; in addition, the PLAN includes a career assessment component. Wando High School is not a testing site for the ACT PLAN.

### ACT

**The ACT (American College Test)** is another entrance test. The test consists of four sections, composed of English, mathematics, reading, and science. Like the SAT, the ACT is also introducing a new essay section. However, unlike the SAT, the ACT essay is not mandatory. Students should check with their prospective colleges to see if they need to complete the essay. Rather than a total score, the ACT gives a composite or average score for the test. While the SAT is a test designed to measure a student's aptitude for

# NOTES

college work, the ACT is an achievement test that measures what has been learned in high school. Both the SAT and ACT scores are accepted by all state-supported colleges and universities for admission, as well as for LIFE scholarship qualification. Wando High School is a testing site for the ACT.

**Note:** Students may pick up registration packets for the SAT and ACT in the Guidance Office.

## TRIDENT TECHNICAL COLLEGE

### Placement Testing for Admission

If students are applying for admission to Trident Technical College's associate degree, diploma, or certification programs, they may be required to take a placement test, which includes writing skills, reading, and math components. To schedule a time for this test, contact Trident Technical College's Testing Services at 574-6410. Students may be able to exempt comparable portions of the placement test if they have qualifying SAT or ACT scores.

### COMPASS (COMPUTER-ADAPTED PLACEMENTS AND SUPPORT SERVICES)

Students who have applied for admission to Trident Technical College will be notified by the Admissions Office if they need to take the COMPASS Test. Students with qualifying scores on the SAT or ACT may not need to take the test.

Developed by ACT, COMPASS was designed to help students entering two-year colleges succeed in their educational goals. The main purpose of the skills-assessment part of COMPASS is to help students identify academic strengths and needs in the areas of writing, reading, and mathematics so that a plan for success can be developed.

### ASSET

Trident Technical College uses ASSET, developed by ACT, for off-campus testing in area high schools. ASSET is a paper and pencil test that identifies a student's strengths and needs in the areas of writing, reading, and mathematics.



# BEYOND HIGH SCHOOL

## COLLEGE BOUND

### College Admission Factors

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

1. Select coursework that meets college entrance requirements.
2. Realize that your courses should be at the instructional level that helps you reach your potential and prepare for college and career goals.
3. Determine the required courses for your intended college major.
4. Remember that grade point average, class rank, and SAT or ACT scores are all used to determine college acceptance. Entrance requirements vary among colleges. Therefore, you should read college catalogs and talk with college admission counselors concerning specific requirements for the college(s) in which you are interested.
5. Be aware that extracurricular and leadership activities and/or work experience may also influence your admission.
6. In developing their Individual Graduation Plans, seniors may elect to take courses at institutions of higher learning. These courses may involve costs to you but may compliment your future plans.

### Choosing the Right College

1. Evaluate your strengths and abilities. Examine your choice of lifestyle. Utilize information about colleges/careers in the guidance office and library.
2. Take the PSAT your sophomore year and take the PSAT again in your junior year. The test will place you on a mailing list for college information. The PSAT in the junior year also serves as the National Merit Scholarship qualifying test.
3. Draw up a list of schools to investigate, based on your personal goals. SCOIS and KUDER are good resources for exploration. Both of these computer-based career information delivery systems are available at Wando.
4. Determine requirements for admission and costs for each school on your list.
5. Arrange for college visits. When visiting, talk with admissions counselors and financial aid officers.
6. Fine-tune your list.

7. Ask for teacher and counselor recommendations.
8. Submit applications through the Guidance Office.
9. Apply for financial aid or scholarships. Do not rule out smaller private colleges due to costs.

## COURSE REQUIREMENTS FOR SOUTH CAROLINA PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

The Commission on Higher Education (CHE) established the minimum course requirements for students who plan to attend a public college in South Carolina. CHE recommends students include these courses as a part of their high school course selection along with other elective classes. Some colleges require courses in addition to those listed below (see college catalogues for admission requirements).

### English

Four units: At least two units must have strong grammar and composition components; at least one must be in English literature; and at least one must be in American literature. Completion of College Preparatory English 1, 2, 3, and 4 will meet this criterion.

### Math

Four units: These include Algebra 1 (for which Algebra 1, Part 1 and Part 2 may count together as a substitute if a student successfully completes Algebra 2), Algebra 2, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra 3, Pre-Calculus, Calculus, and Probability and Statistics and should be taken in the senior year.

### Lab Science

Three units: Two units must be taken in two different fields and selected from among biology, chemistry or physics. The third unit may be from the same field as one of the first two units (biology, chemistry or physics) or from any laboratory science course for which biology and/or chemistry is a prerequisite. Courses in general physical science, astronomy, or any course for which biology and/or chemistry is not a prerequisite will not meet this requirement.

### Modern and Classical Languages

Two units: Two units of the same modern or classical language (some colleges require three units).



# Curriculum Framework

## Overview

South Carolina high school students face many challenges – higher graduation standards, increasing college entrance requirements, and growing workforce demands. For students to be successful, high schools must provide a curriculum that is challenging and relevant. They must also offer a sequence of courses to assist students in becoming passionate, lifelong learners.

A framework for curriculum planning aids students and their parents in this process. An effective curriculum framework must have high standards and expectations for all students, a rigorous curriculum that prepares them for post-secondary education and engaging instructional strategies designed to help students learn important concepts and ideas in depth. The curriculum framework used by Wando High School includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan. Working with their parents, counselors and teachers, students develop plans that include academic as well as profession-related courses. Their plans also identify extended learning opportunities that are designed to prepare students for transition to post-secondary education and the workplace.

Wando High School strives to provide a comprehensive curriculum to address the individual needs of all of our students. The framework design allows for an integrated, multi-dimensional approach to planning that helps students become successful learners for high school and beyond. The framework provides a structure for planning and communicating high expectations. See Appendix C for the Wando High School Curriculum Framework.

## Framework Design

A comprehensive curriculum framework includes the following elements:

- Schools of study
- Clusters of study
- Majors within each cluster of study
- Individual Graduation Plan
- Recommended curriculum for an IGP
- Standardized IGP form



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

- School of Arts and Humanities
- School of Business and Information Systems
- School of Mathematics, Science, and Engineering
- School of Health, Human and Public Services

A **cluster of study** is a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry level through professional levels. Clusters of study provide a way to organize and tailor coursework and learning experiences around areas of interests. Clusters of study are designed to provide a seamless transition from high school study to post-secondary study and/or the workforce. Nationally and in South Carolina there are 16 national clusters of study as a means of organizing curriculum. They are:

- Arts and Communications
- Education and Training
- Business, Management, and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Marketing, Sales, and Service
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Manufacturing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics
- Health Science
- Human Services
- Government and Public Administration
- Law, Public Safety, and Security

A cluster of study has several **majors**. A major consists of the completion of at least four required units of study in that area. It is recommended that students take at least one course at the highest level offered. Students are asked to select a cluster of study prior to the tenth grade. By the end of the tenth grade, students are asked to select a major, focusing their academic and elective interest in a specific area. With careful planning some students may complete more than one major.



# Course Descriptions

## ENGLISH/LANGUAGE ARTS

The South Carolina Curriculum Standards for Reading/English/Language Arts for grades 9 – 12 are organized under five areas of study: reading literature, reading informative texts, vocabulary development, writing, and research. The specific knowledge and skills in these areas are integrated and applied in all required English/Language Arts classes.

### Independent Reading Program

A love of reading is one of the most valuable gifts we can bestow on our students and children, and one goal of our independent reading program is to cultivate this passion for the printed word. There is also a direct relationship between the amount of time a student spends on personal reading and his/her overall academic success. Students are encouraged to read as many books from as many genres as possible, but specific assignments are required for each course.

Reading assignments and requirements will be available on the Wando web site at [www.wandohigh.com](http://www.wandohigh.com). Reading lists and assignments for all classes will also be available in the Wando Media Center, Wando Guidance Office, Charleston County Public Libraries, and Barnes & Noble.

## SEQUENCE OF ENGLISH COURSES

### ENGLISH 1

#### Prerequisite: Eighth Grade Language Arts

This course is based on the South Carolina Curriculum Standards for English Language Arts, Grade 9. This course is designed to help ninth grade students develop skills in language through a sustained and structured study of classical and contemporary literature. Students learn to identify the characteristics that distinguish literary forms and to explain the influence a historical period has on the form, style, and point of view of a written work. Students synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Readings include consumer information and various bodies of research, often used for planned oral presentations. Student writings include narratives and literary expository essays, in addition to technical reports and business writings. They select and utilize effective literary characteristics and techniques appropriate to the audience and purpose for the writing. A State-mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade. Students must be

enrolled in the same level of Global Studies 1 or Essentials of Reading. Courses will meet yearlong on an alternating day schedule.

<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
CP	301120CW	1 unit
Honors – Humanities Block*	301140HW	1 unit

\***Recommended:** Minimum of 85 average in Eighth Grade Honors Language Arts and/or identification for Gifted and Talented Program.

### ENGLISH 2

#### Prerequisite: English 1

This course is based on the South Carolina Curriculum Standards for English Language Arts, Grade 10. Tenth grade students continue to develop skills in language through a sustained study of classical and contemporary literature. They can explain the similarities and differences in literary genres as well as analyze universal themes from literature of different cultures. Students continue to synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Students also become competent at interpreting, comparing/contrasting, analyzing, and applying information from printed consumer materials. Student writings include expositions and demonstrate ideas which are elaborated through word choice, vivid descriptions, and complex dialogue. They will critique professional and peer writing and utilize these analyses to refine their personal style. Students must be enrolled in the same level of Global Studies 2 or Academic Literacy. Courses will meet yearlong on an alternating day schedule.

<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
CP	301220CW	1 unit
Honors – Humanities Block*	301240HW	1 unit

\***Recommended:** Minimum of 85 average in English 1 Honors Language and/or identification for Gifted and Talented Program.

### ENGLISH 3

#### Prerequisite: English 2

This course is based on the South Carolina Curriculum Standards for English Language Arts, Grade 11. Eleventh grade students extend their study of classical and contemporary literature through increasingly sophisticated readings. They become truly independent readers negotiating meaning and extending their vocabulary through a wide range of texts. Students develop a thorough understanding of the themes and different periods during the development of American

literature. They learn to evaluate the impact and use of literary elements such as conflict, irony, imagery, figures of speech, and characterization. Student writing emphasizes a greater depth of information, accuracy, and a clear organization which supports the purpose of the writing. Sources of information are analyzed, synthesized and cited appropriately.

<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
CP	301300CW	1 unit
Honors*	301300HW	1 unit

\*Recommended: Minimum of 85 average in English 2 Honors

## ENGLISH 4

### Prerequisite: English 3

This course is based on the South Carolina Curriculum Standards for English Language Arts, Grade 12. Twelfth grade students continue to extend their study of classical and contemporary literature through increasingly sophisticated readings. They flourish as independent readers continuing to negotiate meaning and extending their vocabulary through an even wider range of texts. Students understand the major literary forms and themes of British literature. They learn to explain how imagery and figures of speech appeal to the reader's senses and experience. They compare and contrast traditional and contemporary poets and evaluate dramatic elements of plays. Students write in a variety of genres and evaluate their work for effectiveness. They are able to synthesize and apply information from other sources to support their own writing. They effectively gauge the impact of their communication on the intended audience.

<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
CP	301400CW	1 unit
Honors*	301400HW	1 unit

\*Recommended: Minimum of 85 average in English 3 Honors

## ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. It is an intensive analytical study focusing on analysis of prose with emphasis on the essay and rhetorical designs. Course content includes writing creative, personal and expository pieces as well as research; linguistic analysis, literary analysis and criticism; and refining skills in speaking, listening, studying, test taking, and the use of technology. Each student must take the Advanced Placement examination for possible college credit.

Recommended: English 2 Honors with an 88 average or higher

<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
AP	307100AW	1 unit

## ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. It is an intensive analytical study focusing on a wide range of classical and contemporary literature. Course content includes writing creative, personal, and expository pieces as well as research; literary analysis and criticism; applying rules of standard mechanics and usage; and refining skills in speaking, listening, studying, and test taking. Each student must take the Advanced Placement examination for possible college credit.

Recommended: English 3 Honors with an 88 average or higher

<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
AP	307000AW	1 unit

## ACADEMIC LITERACY

This course is designed for students who have completed Essentials of Reading and English 1. Focus will be on reading and writing skill development to improve performance in all academic areas. This course will meet yearlong on alternating days with selected sections of English 2 CP. This course is for elective credit only.

Prerequisite: Successful completion of Essentials of Reading, teacher recommendation, administrative placement

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 10	309904CW	1 unit

## AFRICAN-AMERICAN AND MULTICULTURAL STUDIES

This course is designed for students who wish to study the culture and literature of various minority populations. While primary emphasis is on African-American literature, students will also study the culture and literature of various minority populations including American Indian and Hispanic. Readings will come from several literary genres: poetry, drama, short story, and novel. While reading, writing, and critical thinking will be the primary focus, students will also have hands-on experiences with the food, arts, and crafts of the culture. This course is for elective credit only.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	339906CW	1 unit

## THE BIBLE AS LITERATURE

This course will familiarize students with the Bible's content, structure, and style as well as its influence on law, history, government, literature, art, music, customs, values, and current events. The *New International Version Bible* will be the primary text; related secular, historical, and cultural works will also serve as instructional materials. Selections from both the Old and New Testaments will be studied. The course is designed

not to disparage or encourage a commitment to a set of religious beliefs or doctrine.

**Prerequisite:** English 1  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 10, 11, and 12      309930CW      1 unit

### CREATIVE WRITING 1

This course is designed for students of average and above average verbal ability who are highly motivated to improve writing skills. Course requirements include journal writing, recollections, poetry, drama, and fiction. Students will be required to be self-directed on independent projects and be able to work in small groups for revising and editing.

**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 9, 10, 11, and 12      303200CW      1 unit  
303200CH      ½ unit  
(Embedded One Term)

### CREATIVE WRITING 2

This course is designed for students actively involved in the production of the literary magazine. Students should be of average or above average verbal ability.

**Prerequisite:** Literary magazine sponsor approval  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 10, 11, and 12      313200CW      1 unit  
(Embedded Yearlong)

### ESSENTIALS OF READING

This course is designed for students who scored below standard on the PACT and who need to strengthen their verbal skills in order to be successful in English 1. This course will meet yearlong on alternating days with selected sections of English 1 CP-B. This is an elective credit and does not meet the English requirement.

**Prerequisite:** Eighth grade teacher recommendation, administrative placement  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grade 9      309901CW      1 unit

### FILM APPRECIATION

The major goals of this course are to help students become more knowledgeable and critical viewers and to help them understand the language and technology of film. Students will work with comparisons and contrasts between composing and film-making, literature and narrative film, reader response and viewer response, and trends in literary theory and film criticism. The study of film will include movies from several genres such as war, drama, comedy, horror/suspense, and others. The course will include small group projects, composition writing, oral presentations, and the reading of related short stories and essays. Students will participate in the critical study of a wide variety of films.

**Prerequisite:** English 2  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 10, 11, and 12      309921CH      ½ unit  
(Embedded One Term)

### JOURNALISM 1

This course will be career-oriented and has the potential to be a stepping stone into either Yearbook or Newspaper, giving students the basic journalistic foundation needed to be successful in either course. The course will concentrate on writing in various journalistic styles and will focus on specialized areas of professional writing.

**Prerequisite:** 1 unit of English  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 9 and 10      305000CW      1 unit

### JUNIOR SEMINAR

This course is designed to provide academic support while preparing students for the rigor of the senior year and transition to college and/or career. Meeting on a daily basis for the entire school year, students will monitor their progress in other academic courses, and additional academic assistance will be provided as needed. In addition to academic support, this course also will allow students to create an initial plan for transitioning from high school to college and/or career, with a focus on college-level reading and writing skills, standardized and placement test preparation, and building awareness of post high school expectations and opportunities.

**Prerequisite:** Administrative placement  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grade 11      999908CW      1 unit  
(Embedded Yearlong)

### LYRICAL HISTORY

Each generation records its history in a variety of contexts, but one of the most overlooked gauges of political and social turmoil is song. This course traces American history through the music of its generations. Students will read lyrics and listen to songs from a variety of genres ranging from Big Band to Rap and research the accompanying time periods.

**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 10, 11, and 12      309936CH      ½ unit  
(Embedded One Term)

### NEWSPAPER PRODUCTION 1

This course is designed for students actively involved in the production of a school newspaper. Students should be of average or above average verbal ability.

**Prerequisite:** Newspaper sponsor approval  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 11 and 12      305300CW      1 unit  
(Embedded Yearlong)



## MATHEMATICS

### NEWSPAPER PRODUCTION 2

This course is an advanced course in newspaper production.

**Prerequisite:** Newspaper sponsor approval

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	309931CW (Embedded Yearlong)	1 unit

### SENIOR SEMINAR

This course is designed to provide academic support while preparing students for a successful transition from high school to college and/or career. The development of effective communication and interpersonal skills will be integrated and stressed throughout the year. In addition, instruction and support will be provided for students as they navigate the college admissions and financial aid processes. Students will create portfolios that demonstrate their successful mastery of college readiness standards across the curriculum areas; portfolios will be appropriate for sharing at job and college interviews. Throughout the year, students will identify potential obstacles to personal and academic success, and they will receive assistance in utilizing a network of support to overcome those obstacles.

**Prerequisite:** Administrative placement

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 12	999909CW (Embedded Yearlong)	1 unit

### SPEECH

This course is designed for students who exhibit at least an average level of verbal proficiency and who wish to improve their skills in speaking and in the related areas of listening, composing, and reasoning.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	304000CH (Embedded One Term)	½ unit

### YEARBOOK PRODUCTION 1

This course is designed for students actively involved in the production of a school yearbook. Students should be of average or above average verbal ability.

**Prerequisite:** Yearbook sponsor approval

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	305400CW (Embedded Yearlong)	1 unit

### YEARBOOK PRODUCTION 2

This course is an advanced course in yearbook production.

**Prerequisite:** Yearbook sponsor approval

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	305402CW (Embedded Yearlong)	1 unit

A quality mathematics program is essential to help students develop ways of thinking, solving problems, communicating mathematically, and making decisions that enable them to become informed citizens and consumers, competent employees and employers, and productive members of society.

## SEQUENCE OF MATHEMATICS COURSES

### ALGEBRA 1, PART 1

(MATHEMATICS FOR THE TECHNOLOGIES 1)

This course is the first in a four-year sequential program of mathematical studies which is designed to help students develop the ability to understand and apply mathematics to solve realistic workplace problems. Skills in algebra are taught through an integrative approach.

**Prerequisite:** Pre-Algebra

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 9	314100CW	1 unit

### ALGEBRA 1, PART 2

(MATHEMATICS FOR THE TECHNOLOGIES 2)

This course is the second in a four-year sequential program of mathematical studies which is designed to help students develop the ability to understand and apply mathematics to solve realistic workplace problems. Skills in algebra are taught through an integrative approach. A State-mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade.

**Prerequisite:** Algebra 1, Part 1

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 10	314200CW	1 unit

### GEOMETRY CONCEPTS

(MATHEMATICS FOR THE TECHNOLOGIES 3)

This course is the third in a four-year sequential program of mathematical studies which is designed to help students develop the ability to understand and apply mathematics to solve realistic workplace problems. Skills in geometry are taught through an integrative approach.

**Prerequisite:** Algebra 1, Part 2 or Algebra 1

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10 and 11	314300CW	1 unit

### PROBABILITY AND STATISTICS CONCEPTS

(MATHEMATICS FOR THE TECHNOLOGIES 4)

This course is the final course in the applied mathematics sequence that focuses on the student's ability to understand and apply mathematics to real world problems. Skills from previous courses are applied to the realm of dealing with data. Students are



college calculus. Each student must take the Advanced Placement examination for possible college credit.

**Prerequisite:** Honors Pre-Calculus with teacher recommendation or CP-B Pre-Calculus with teacher recommendation

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	AP	417000AW	1 unit

### ADVANCED PLACEMENT CALCULUS BC

This course is designed for the mathematically gifted student who does not need to review elementary functions. Calculus BC is designed to represent a full year college course in the calculus of functions of a single variable. The content of Calculus BC is designed to qualify students for placement and credit in a course that is one course beyond that granted for Calculus AB. Each student must take the Advanced Placement examination for possible college credit. Concurrent enrollment in AP Calculus BC Seminar (spring) is mandatory. This course will meet in the fall only.

**Prerequisite:** Honors Pre-Calculus with teacher recommendation or department chair recommendation

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 12	AP	417200AW	1 unit

### ADVANCED PLACEMENT CALCULUS BC SEMINAR

Students will further their calculus knowledge by studying Calculus and its applications. This course will meet in the spring only.

**Prerequisite:** Students must have completed AP Calculus BC in the fall term

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 12	Honors	319952HW	1 unit

### ESSENTIALS OF MATH

This course is designed for students who scored below standard on the PACT and who need further work with basic mathematics skills prior to enrolling in high school mathematics courses. This is an elective credit and does not meet the mathematics requirement.

**Prerequisite:** Eighth grade teacher recommendation

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 9	CP	319901CW	1 unit

### PROBABILITY AND STATISTICS

This course is designed to provide students with the study of collecting and representing data, regression analysis, and probability and probability distributions. Projects will be required in this course.

**Prerequisite:** Algebra 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	CP	414100CW	1 unit
	Honors*	414100HW	1 unit

\*Prerequisite: Honors Algebra 2 or Algebra 3

### ADVANCED PLACEMENT STATISTICS

This course is designed for the mathematically gifted student who possesses sufficient mathematical maturity, quantitative reasoning ability, and who expects to enroll

in Statistics at the college level. The course will introduce student to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The four broad topics include exploring data, planning a study, anticipating patterns, and statistical inference. Each student must take the Advanced Placement examination for possible college credit. Concurrent enrollment in AP Statistics Seminar (spring) is mandatory. This course will meet in the fall only.

**Prerequisite:** Honors/CP Algebra 2 and teacher recommendation

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	AP	417100AW	1 unit

### ADVANCED PLACEMENT STATISTICS SEMINAR

Students will further their statistics knowledge by studying statistics and its applications. This course will meet in the spring only.

**Prerequisite:** Students must have completed AP Statistics in the fall term

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	Honors	417101HW	1 unit

## NATURAL SCIENCES

High school science, through a number of separate courses, includes instruction in the content areas of the South Carolina Science Curriculum Standards: life science, earth science, and physical science. Since the major objective of science instruction is to promote scientific thinking, the inquiry strands are integrated into all the science content areas. All science courses in Charleston County School District are laboratory-based courses with at least 20 percent of the instructional time being devoted to student-centered laboratory experiences as per Strand I Inquiry in the South Carolina Science Standards, grades 9 – 12. A sound grounding in science strengthens many of the skills that people need to use every day, such as solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning.

Although only three science courses are required for graduation with a South Carolina High School Diploma, the Department of Education recommends four courses because students need the foundational skills of physical science to be successful in all other science courses. College bound students are required to take three units of laboratory science. Two units must be taken in two different fields and selected from among Biology, Chemistry, or Physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics) or other science courses for which biology and/or chemistry is a prerequisite. Courses in general physical science or integrated science for which biology and/or chemistry are not a prerequisite will not meet this requirement.

End-of-Course Examinations will be administered to all students who enroll in Physical Science.

## SEQUENCE OF SCIENCE COURSES

### BIOLOGY 1, PART 1

Biology 1, Part 1 is a laboratory course that emphasizes problem solving, decision-making, critical thinking, and applied learning. Students explore the concepts and principles of biology and apply these concepts and principles to issues in the workplace, in society, and in personal experiences. Concepts developed in Biology 1, Part 1 include: the cell, matter, energy and organization, and the molecular basis of heredity. Investigative, hands-on lab activities that address the High School Strand I Inquiry Standards are an integral part of this course.

Biology 1, Part 1 is designed to be both academically rigorous and realistic for students pursuing technical careers and for students planning to continue their education at the technical or collegiate level. Students wishing to pursue a career in health and/or industrial fields should be encouraged to complete a two-unit sequence of Biology 1.

**Prerequisite:** Physical Science and Essentials of Reading

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 10	CP	322601CW	1 unit

### BIOLOGY 1, PART 2

Biology 1, Part 2 is a laboratory course that emphasizes problem solving, decision-making, critical thinking, and applied learning. Biology 1, Parts 1 and 2 are presented as two-year consecutive, sequential courses that meet the State's life science standards. Students explore the concepts and principles of biology and apply these concepts and principles to issues in the workplace, in society, and in personal experiences. Concepts developed in Biology 1, Part 2 include: biological evolution, interdependence of organisms, and taxonomy. Investigative, hands-on lab activities that address the High School Strand I Inquiry Standards are an integral part of this course.

Biology 1, Part 2 is designed to be both academically rigorous and realistic for students pursuing technical careers and for students planning to continue their education at the technical or collegiate level. Students wishing to pursue a career in health and/or industrial fields should be encouraged to complete a two-year sequence of Applied Biology.

**Prerequisite:** Biology 1, Part 1 (Applied Biology 1) and Algebra 1, Part 1

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10 and 11	CP	322701CW	1 unit

### BIOLOGY 1

This introductory laboratory-based course is designed to give students a sound background in the major biological concepts. Biology 1 is designed to be both academically rigorous and realistic for students pursuing entry into a four-year college. Honors Biology 1 requires more effort and in-depth learning and prepares the student for Advanced Placement Biology. Biology 1 builds on the chemical principles learned in physical science. Topics include: the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; and taxonomy. Laboratory activities provide numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands-on lab activities.

**Prerequisite:** Physical Science

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9 and 10	CP	322100CW	1 unit
	Honors	322100HW	1 unit

### BIOLOGY 2

This course is a sequel to Biology 1 for students who seek further study in Biology. It is not designed to replace the college entry requirement of chemistry. It includes a review of cell structure and function, biochemistry, and genetics. It will include an in-depth study of the evolution of plants and animals, biotechnology, and the influence of biology on society. Laboratory study is an integral part of this class.

**Prerequisite:** Biology 1 or Biology 1, Part 1 and 2

**Recommended:** Chemistry 1 or concurrent enrollment in Chemistry 1

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	322200CW	1 unit

### ADVANCED PLACEMENT BIOLOGY

This is a college level course of biological principles for highly motivated students who plan to major in biology or medical sciences in college. Advanced Placement Biology includes an in-depth study of the cell, biochemical patterns of life, biochemistry, genetics, anatomy and physiology, botany, growth and development, ecology, and evolution. This class meets one block all year for lecture, laboratory, and enrichment programs. Each student must take the Advanced Placement examination for possible college credit. Students will receive a total of two (2) credits, one credit weighted at AP and one credit weighted at honors. Students must enroll in both courses.

**Prerequisite:** Honors Biology 1 and Honors Chemistry 1 or Biology 1 and Chemistry 1 with teacher recommendation

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	AP	327200AW	1 unit
	Honors	327200HW	1 unit

## CHEMISTRY CONCEPTS

This is a laboratory course that emphasizes problem solving, critical thinking, and applied learning. Students explore the concepts and principles of chemistry and apply these concepts and principles to real-world applications of chemistry. Concepts developed in Chemistry Concepts include: chemical safety, material balance, nomenclature, stoichiometric proportions, atomic theory, the periodic table, chemical reactions, gas laws, solutions and solubility, and acid-base chemistry. These concepts are experienced by conducting investigative lab activities that address the course inquiry standards.

**Prerequisite:** Physical Science and Algebra 1 or Algebra 1, Part 1 and 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	323601CW	1 unit

## CHEMISTRY 1

Chemistry 1 provides an introduction to major chemistry principles and builds on concepts introduced in Physical Science. This is a mathematics-based course in which a working knowledge of algebra is critical for success. Through well-designed laboratory experiences students will master concepts, use problem solving skills, and apply them to real-world situations. Topics included in the course are: chemical safety, atomic theory, the periodic system, chemical reactions and stoichiometry, gas laws, solutions and solubility, and acid/base chemistry. Investigative, hands-on lab activities that address the South Carolina Inquiry Standards are an integral part of this course. Honors Chemistry 1 prepares a student for Advanced Placement Chemistry through an in-depth study of the sequential development of major principles with emphasis on a quantitative approach to problem solving, library research, and extensive laboratory experiences.

**Prerequisite:** Physical Science and Algebra 1 or Algebra 1, Part 1 and 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	323100CW	1 unit
	Honors*	323100HW	1 unit

**\*Recommended:** Biology 1, Algebra 2, grade of 85 or better in math and science courses

## CHEMISTRY 2

This course is a sequel to Chemistry 1 with an emphasis on problem solving, real-world applications of chemistry, and student research with statistical analysis of experimental results. Topics included in the course are: a brief review of nomenclature, stoichiometry and bonding, the quantum mechanical model of the atom, solutions and solubility, equilibrium, acid/base chemistry and pH, nuclear chemistry, organic chemistry, and laboratory techniques using forensics-based problem solving. Projects will be required.

**Prerequisite:** Chemistry 1 and Algebra 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	CP	323200CW	1 unit
	Honors*	323200HW	1 unit

**\*Recommended:** Grade of 85 or better in math courses and Chemistry 1

## ADVANCED PLACEMENT CHEMISTRY

This yearlong course is designed for students who plan to pursue a career in science. Emphasis is placed on a theoretical, practical, and quantitative approach to chemistry principles with extensive laboratory experimentation. Topics include atomic, kinetic, and acid-base theory, thermo chemistry, chemical equilibria, electrochemistry, and chemical thermodynamics. Each student must take the Advanced Placement examination for possible college credit. Students will receive a total of two (2) credits, one credit weighted at AP and one credit weighted at honors. Students must enroll in both courses.

**Prerequisite:** Honors Chemistry 1 or Chemistry 1 with teacher recommendation; Pre-Calculus or concurrent enrollment in Pre-Calculus or AP Calculus

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	AP	327300AW	1 unit
	Honors	327300HW	1 unit

## PHYSICAL SCIENCE

Physical Science is designed to serve as a foundation course for other high school sciences. This course is a study of pre-chemistry principles (matter, atomic structure and periodic table, and chemical bonds and reactions with some nuclear chemistry) and pre-physics principles (forces and motion, energy and electricity, wave characteristics and behavior including electromagnetic/sound/light waves) as given in the South Carolina Science Standards. Meaningful laboratory investigations are an integral part of this course so that the student may grasp an understanding of the experimental nature of science. Emphasis will be placed on problem solving, the development of critical thinking skills, and application of mathematical concepts. Skills for this course are correlated with skills taught in Applied Mathematics or Algebra 1. This course serves as a background for Biology 1, Biology 1, Part 1 and Part 2, Chemistry 1, and Physics 1 and explores careers in science and technology. A State-mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade. Students must pass Physical Science in order to receive a High School Diploma.

**Prerequisite:** Eighth Grade Mathematics

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 9	CP	321100CW	1 unit
	Honors*	321100HW	1 unit

**\*Prerequisite:** Algebra 1 and teacher recommendation

## ESSENTIALS OF PHYSICAL SCIENCE

This course is designed for students who have not yet mastered the science concepts and inquiry skills needed for Physical Science. In this course students will gain

additional support and exposure to the major Chemistry and Physics concepts in preparation for the College Prep level Physical Science course to be taken during a following semester. Special features of this course include integration of mathematic skills and concepts, inquiry-based laboratory investigations, science process and problem solving skills. This is an elective credit and does not meet the science requirement.

**Prerequisite:** Eighth grade science and mathematics; teacher recommendation  

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 9	CP	329901CW	1 unit

## PHYSICS CONCEPTS

This course is designed to teach students the physics concepts which form a basis for today's high technology. Students will receive instruction and laboratory experiences in the application of technological principles. The principles of force, work, rate, and energy are taught as they relate to mechanical systems, fluids systems, thermal systems, and electrical systems, as well as the mathematical concepts behind them. This course in applied physics is for students who plan careers as technicians or who want to keep pace with the advances in technology. It is designed to be both academically rigorous and practical for students planning technical careers.

**Prerequisite:** Physical Science; Algebra 1 or Algebra 1, Part 1 and 2; Biology 1 or Biology 1, Part 1 and 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	324300CW	1 unit

## PHYSICS 1

This course presents a conceptual approach to physics and stresses understanding the application of physical phenomena such as mechanics, momentum, energy, heat, motion, optics, electricity, magnetism, waves, sound, and light. Problem solving is encouraged by the use of relevant physics materials and inquiry-based laboratory activities. The honors level for this course emphasizes a mathematical approach with extensive laboratory experiences, research, and projects.

**Prerequisite:** Geometry, Algebra 2 and Biology or Chemistry

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	324100CW	1 unit
Grades 11 and 12	Honors*	324100HW	1 unit

\***Recommended:** Pre-Calculus or concurrent enrollment in Pre-Calculus

## ADVANCED PLACEMENT PHYSICS 2B

This course is for the student planning to pursue a degree in medicine, biology or other programs that do not require calculus-based physics. This course includes a study of Newtonian Mechanics, Einstein's Theory of Relativity, waves, light, electricity, magnetism, radiation, and quantum mechanics. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. Each student must take the Advanced Placement examination

for possible college credit. Students must enroll in a total of two (2) credits, one credit weighted at AP and one lab credit weighted at honors.

**Prerequisite:** Pre-Calculus

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	Honors	327410HW	1 unit
	AP	327410AW	1 unit

## ANATOMY AND PHYSIOLOGY

This course introduces students to human anatomy and physiology with applications to the health sciences. Students learn about the relationships between structure and function as well as the biochemical and cellular aspects of human physiology. Instructive strategies include inquiry-based laboratory experiences, independent study and research on topics of student interest, speakers, and field experiences in medical settings and institutions of higher education.

**Prerequisite:** Physical Science, Biology 1 or Biology 1, Part 1 and Part 2

**Recommended:** 85 or better in Biology 1 or Biology 1, Part 1 and Part 2; Chemistry is strongly recommended but not required

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	CP	326300CW	1 unit
	Honors	326300HW	1 unit

## ASTRONOMY

This course develops an appreciation for the observable universe through scientific investigations. Concepts are developed with reference to everyday experiences. The history of astronomy shows how the ideas of astronomers are interdependent and interactive with other investigators. The course is designed to lead students from an examination of familiar celestial objects in the solar system to a consideration of more distant objects: stars, nebulae, and galaxies. A view of the universe as a whole with some consideration of its past and future is developed. Current information from space exploration is integrated into the course. Related social and political issues are also discussed.

**Prerequisite:** Physical Science and Algebra 1

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	325100CW	1 unit

## EARTH SCIENCE

This course is an in-depth study of earth-space science concepts for students with a background in Biology 1 and/or Chemistry 1. Major topics correlated with the South Carolina Science Standards are: energy in the Earth system, geochemical cycles, and the origin and evolution of the Earth system and the universe. Students will use a textbook plus current information from earth-space explorations. Appropriate inquiry, current research, and laboratory experiences will be integrated in the course.

**Prerequisite:** Biology 1 and/or Chemistry 1

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	CP	326500CW	1 unit

## ENVIRONMENTAL STUDIES

This course deals with global environmental concerns with an emphasis on stewardship, sustainability, and sound science. The course explores the interactions between humans and the Earth. Students will study the atmosphere, toxic and municipal waste, alternative energy, water issues, and population growth problems. Students will conduct field studies, research, classroom lab activities, and projects. Each class will select a service learning project to improve the environment.

**Prerequisite:** Biology 1 or Chemistry 1

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	326100CW	1 unit
	Honors	326100HW	1 unit

## MARINE SCIENCE

This science course is designed to meet the needs of the student who wishes to obtain an in-depth awareness of coastal and marine systems. The course will include a study of the biological, physical, chemical, and geological aspects of oceanography, marine biology and coastal environment, and the interrelationships among the disciplines. Instructional strategies include inquiry-based laboratory and field experiences, speakers and projects.

**Prerequisite:** Biology 1 or Biology 1, Part 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	322500CW	1 unit
	Honors*	322500HW	1 unit

\***Prerequisite:** CP-B Biology with an "A" average or Honors Biology

## WILDLIFE BIOLOGY AND MANAGEMENT

This course is designed to give students an overview of the science of Wildlife Biology. The course covers a variety of topics including career choices, management techniques, forest management practices, environmental philosophies, phylogeny, genetics, natural history and identification of local flora and fauna. Instructional strategies include inquiry-based laboratory activities, field experiences, guest speakers, and projects.

**Prerequisite:** Biology 1 or Biology 1, Part 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	329902CW	1 unit

## SOCIAL STUDIES

All social studies courses are aligned with the South Carolina Social Studies Academic Standards. To receive a South Carolina High School Diploma students must earn three units in social studies. United States History (1 unit), United States Government (½ unit), and Economics (½ unit) are required courses. The third unit must be a course designated as a social studies elective. These courses are designed to provide students with an understanding of the culture and history of the United States and the world around them while developing as informed, responsible citizens in a democratic society.

## SEQUENCE OF SOCIAL STUDIES COURSES

### GLOBAL STUDIES 1

This course is designed to give students a basic understanding of world geography and world history from the time of earliest civilization through the Renaissance. Students will study the political, economic, cultural, and social events that shaped the world in their geographic context. Students will create individual and group projects throughout the course and develop their writing skills. This course will prepare students for the High School Assessment Program (HSAP) Exit Exam required of all tenth graders. All students should strongly consider taking Global Studies 2 as a sequel to Global Studies 1.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 9	CP	331002CW	1 unit
	Honors*	331003HW	1 unit

\***Students must be enrolled in the same level of English 1. Courses will meet yearlong on an alternating day schedule.**

### GLOBAL STUDIES 2

This course gives students a basic understanding of world geography and world history from the Renaissance to the present. Students will study the political, economic, cultural, and social events that shaped the world in their geographic context. Students will create individual and group projects throughout the course and develop their writing skills. This course will prepare students for the High School Assessment Program (HSAP) Exit Exam required of all tenth graders. Successful completion of Global Studies 1 is recommended but not mandatory.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 10	CP	336002CW	1 unit
	Honors*	336003HW	1 unit

\***Students must be enrolled in the same level of English 2. Courses will meet yearlong on an alternating day schedule.**

### FOUNDATIONS OF AMERICAN DEMOCRACY

This course is designed for students who have not taken Global Studies 1 or 2. This course will familiarize the students with concepts of geography, history, government, and economics that they have missed by not having taken a Global Studies class. Foundations of American Democracy will provide the cultural and political setting for the creation of the United States, while explaining the relationship of the United States to the rest of the world. While this class will not take the place of Global Studies, it will teach the basic concepts necessary to be successful in U. S. History and Constitution.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10 and 11	CP	999910CW	1 unit

## U. S. HISTORY AND CONSTITUTION

This course is designed to teach students the basic historical facts, concepts, and essential understandings needed to comprehend the history of our country. The course covers events and topics on political, economic, social, and cultural history from colonization to contemporary times. Particular emphasis is given to the interrelationship of history, geography, government, and economics. Students will develop individual and group projects throughout the course and develop their writing skills.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 11	CP	332000CW	1 unit
	Honors	332003HW	1 unit

## ADVANCED PLACEMENT U. S. HISTORY

This college level course is a survey of the history of the United States from the colonial period to the present. Students enrolled must be able to analyze primary sources including documentary materials, maps, statistical tables, graphs, and photographs, take notes from both printed materials and class discussions, write clearly, and express themselves precisely. Independent research and outside reading are course requirements. Each student must take the Advanced Placement examination for possible college credit.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 11	AP	337200AW	1 unit

## UNITED STATES GOVERNMENT

This course is designed to give students an in-depth understanding of government, its origins and functions, civic life, and politics. The course includes the foundations of American democracy and the American political system, the role of the United States Constitution in American democracy, the relationship of the United States to other nations and to world affairs, and understanding of the role of the citizen in American democracy. Students develop individual and group projects throughout the course and develop their writing skills.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 12	CP	333000CH	½ unit
	Honors	333000HH	½ unit

## ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

This college level course is a survey of United States Government and Politics, and the processes of government that help shape our public policies. Students will learn about the methods of studying political behavior and political institutions. Each student must take the Advanced Placement examination for possible college credit.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 12	AP	337300AW	1 unit

## ECONOMICS

This course is designed to acquaint students with those principles and concepts essential to an understanding of the American economic system. The course emphasizes economic policies and decision-making, the free enterprise system, market structure, macroeconomics, microeconomics, money and banking, non-banking financial institutions, business organizations, the role of government in market operations, principles of trade and economic development, and consumer skills. Students will develop individual and group projects throughout the course.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 12	CP	335000CH	½ unit
	Honors	335000HH	½ unit

## ADVANCED PLACEMENT MICROECONOMICS

This course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Students should demonstrate the ability to analyze economic situations set forth and evaluate microeconomic principles. Independent research and outside reading are course requirements. Each student must take the Advanced Placement examination for possible college credit.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 12	AP	337500AW	1 unit

## ADVANCED PLACEMENT EUROPEAN HISTORY

This college level course is offered to academically capable tenth, eleventh, and twelfth grade students who have exceptional interest in European history. The course begins with the Renaissance and continues to the present. Students enrolled must be able to analyze primary sources including letters, documents, maps, graphs, and photographs. They are expected to write clearly and precisely. Independent research and outside reading are course requirements. Each student must take the Advanced Placement examination for possible college credit.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	AP	337600AW	1 unit

## ADVANCED PLACEMENT HUMAN GEOGRAPHY

This course 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 examine human social organization and its environmental consequences. They also learn

about the methods and tools geographers use in their science and practice. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	AP	337900AW	1 unit

### ADVANCED PLACEMENT WORLD HISTORY

This college level course is a survey of world history from the beginning of time to present day. Students in the tenth, eleventh, and twelfth grades can enroll in this course. Students enrolled in this course will examine key events in world history from a variety of perspectives. Students will analyze primary sources, read maps, graphs, statistical tables, and secondary documents. Each student must take the Advanced Placement examination for possible college credit.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	AP	337701AW	1 unit

### HISTORY OF THE LOWCOUNTRY

This course is designed to introduce students to the historical facts, events, places, and people of Mount Pleasant, Charleston, and surrounding areas. Using a variety of sources, including historical maps and primary interviews, students will have the opportunity to interact with the places and people they study as they develop individual and group projects about the Lowcountry of South Carolina. Additionally, the course will investigate the contributions of this area to the development of South Carolina and the United States. Students will do historical reading and individual research.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	339913CW	1 unit

### PSYCHOLOGY

This course is designed to introduce students to the major concepts and principles of psychology with an emphasis on human growth and development, cognitive processes, personality, mental health and behavior disorder, and social psychology. Students will learn the basic skills of psychological research, develop individual and group research projects, and apply psychological concepts to their own lives. Students will also develop their writing skills.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	CP	334000CH (Embedded One Term)	½ unit
	CP	334000CW	1 unit

### ADVANCED PLACEMENT PSYCHOLOGY

This course introduces the systematic and scientific study of the behavior and mental processes of human behavior and mental processes of human beings and other animals. It includes a consideration of the psychological facts, principles and phenomena associated with each of the major subfields within

psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

**Prerequisite:** A score of 58/580 on the verbal section of the PSAT/SAT or completion of a previous Honors English course with a grade of 80 or higher

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	AP	437100AW	1 unit

### SOCIOLOGY

This course is designed to introduce students to the major concepts and principles of sociology with an emphasis on sociological inquiry, socialization, social organization, deviance and social control, collective behavior, social stratification, the family, education, and social change. Students will study gender roles, adolescence, personal relationships, social movements, and culture. They will also analyze sociological data, study trends, test hypotheses, develop research projects, and apply sociological concepts to their own lives.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	CP	334500CH (Embedded One Term)	½ unit
	CP	334500CW	1 unit

## MODERN AND CLASSICAL LANGUAGES

The study of a foreign language is an important component in a well-rounded college preparatory program. A minimum of two units of the same language is required for admission to every state-supported four-year college or university in South Carolina. Many colleges and universities, including Clemson and the College of Charleston, require three units of foreign language study.

Entering college freshmen are required to take a foreign language placement examination which determines whether college credit is awarded and at what level the student should be placed. Therefore, it is highly recommended that students preparing for a four-year college follow a three-to-five unit sequence. In addition, it is recommended that students be enrolled in foreign language during their final years of high school. Students are strongly advised to take level two of their foreign language as soon as possible after level one, and to schedule subsequent levels likewise.

The ability to understand and express oneself comfortably in a foreign language is the result of an extended sequence of language study. Foreign language courses are divided into levels:

Beginning/Novice	Levels 1 and 2
Developing/Intermediate	Levels 3 and 4
Expanding/Advanced	Level 5

Spanish and French are offered from levels one through five. German is offered from level one through three. Latin is offered from level one through four, emphasizing reading and writing. The curriculum for all language courses is aligned to the indicators of the South Carolina Academic Standards for Modern and Classical Languages, designed to develop students' ability to communicate in the target language in both spoken and written forms. Interpretive, interpersonal and presentational language tasks are required at all levels to assess students' emerging language ability.

It is recommended that students have a strong foundation in English before beginning the study of a second language. It is also recommended that students have a final average of "77" or higher to progress to the next level of language study. To improve chances of success, students are advised to retake or audit the class if they do not meet this standard.

## SEQUENCE OF MODERN AND CLASSICAL LANGUAGE COURSES

### FRENCH 1

This course is the first part of the Beginning/Novice level of French studies. It is designed to develop basic language skills through activities focusing on meaningful personal communication. Beginning Level students work to understand language in selected contexts, express themselves orally and in writing using structured vocabulary and grammar, and negotiate meaning from reading authentic texts. Students will also compare the cultures and customs of French-speaking countries around the world and make connections to other subject areas.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	CP	361100CW	1 unit

### FRENCH 2

This course is the second part of the Beginning/Novice level of French studies. Students continue to develop basic language skills through performance-based activities focused on personal communication. Major topics from French 1 are reviewed and expanded, increasing the number of contexts in which students can function orally and in writing. Through listening and reading, students learn more about the daily life and culture of French-speaking countries today.

<b>Prerequisite:</b> French 1			
<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	CP	361200CW	1 unit

### FRENCH 3 CP

French 3 CP is designed for students who do not plan to continue on to levels four and/or five. This first part of the Developing/Intermediate level of French focuses on practice and expansion of established speaking and listening skills, as well as emergent reading and writing ability. Most major elements of grammar are covered and reviewed, and the mechanics of the language are organized. Students are given the opportunity to read and discuss simple texts. Students also continue basic writing activities and explore contemporary cultural topics of French-speaking countries.

<b>Prerequisite:</b> French 2			
<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	361300CW	1 unit

### FRENCH 3 HONORS

French 3 Honors is designed for honors-level language students who wish to continue their foreign language study beyond three levels in high school. The class moves at a faster pace than French 3 CP, requiring more in-depth analysis of authentic texts and more advanced interpersonal communication skills. This first part of the Developing/Intermediate level of French involves practice and expansion of established speaking and listening skills, and emergent reading and writing ability. Major elements of grammar are covered and reviewed, and the mechanics of the language are organized. Students are given the opportunity to read and discuss simple literary texts. Students also continue basic writing activities and explore contemporary cultural topics of French-speaking countries. Much of the course is taught in French.

<b>Prerequisite:</b> French 2			
<b>Recommended:</b> Minimum of 85 in French 2			
<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	Honors	361300HW	1 unit

### FRENCH 4 HONORS

This course is the second part of the Developing/Intermediate Level of honors language study and focuses on the development of more advanced skills of conversation, reading, and writing. Students apply major grammatical structures in a variety of oral and written contexts. Lessons develop students' critical thinking skills as they interpret more difficult reading selections. Students discuss more advanced aspects of French culture, contemporary life, and history using authentic video, audio, and Internet sites. Except for certain grammatical explanations, this course is taught in French.

<b>Prerequisite:</b> French 3 Honors or teacher recommendation			
<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	Honors	361400HW	1 unit

## FRENCH 5 HONORS

The Expanding/Advanced Level of honors language study is designed to further develop the students' ability to understand, speak, read, and write in French. Students continue in-depth grammar review and study. They read selected literary texts and explore contemporary cultural topics in French-speaking countries. Students further engage in the writing process, developing formal essays in French. This course is taught primarily in French.

**Prerequisite:** French 4 Honors and teacher recommendation

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	Honors	361500HW	1 unit

## GERMAN 1

This course is the first part of the Beginning/Novice level of German studies. It is designed to develop basic German language skills through activities focusing on personal communication. Beginning Level students work to understand German in selected contexts, express themselves orally and in writing, and negotiate meaning from reading authentic texts. Students study and compare the cultures and customs of German-speaking Europe.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	CP	362100CW	1 unit

## GERMAN 2

This course is the second part of the Beginning/Novice level of German studies. Students continue to develop basic German language skills through activities focusing on personal communication and German culture. Students expand the number of contexts in which they can function orally and in writing. Through listening and reading they learn more about daily life and culture in German-speaking Europe today.

**Prerequisite:** German 1

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	362200CW	1 unit

## GERMAN 3 HONORS

This first part of the Developing/Intermediate level of German focuses on grammar review, practice and expansion of established speaking and listening skills, and emergent reading and writing ability. Grammar topics are reviewed and expanded; longer creative writing assignments provide opportunity to apply language mechanics and vocabulary in meaningful context. Reading strategies for longer authentic selections are practiced. Oral communication and cultural investigation focuses on contemporary and historical German-speaking Europe.

**Prerequisite:** German 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	Honors	362300HW	1 unit

## LATIN 1

This course is designed to give the student a basic foundation in Latin. A major focus of the course will be the integration of culture, grammar and derivative study while addressing the higher-level thinking skills of analysis, synthesis, and evaluation.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	CP	363100CW	1 unit

## LATIN 2

This course is a continuation of Latin 1. A major focus will be the integration of culture, grammar, and derivative study while addressing the higher-level thinking skills of analysis, synthesis, and evaluation.

**Prerequisite:** Latin 1

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	363200CW	1 unit

## LATIN 3 HONORS

This course completes the introduction to basic Latin grammar, syntax, and vocabulary followed by an introduction to the reading of Latin literature. Students will study the classical authors Julius Caesar and Ovid.

**Prerequisite:** Latin 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	Honors	363300HW	1 unit

## LATIN 4 HONORS

Students will further their studies by reading Latin literature from a variety of classical authors. Students will examine the writings of Medieval and Neo-Latin authors.

**Prerequisite:** Latin 3 Honors

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	Honors	363400HW	1 unit

## SPANISH 1

This course is the first part of the Beginning/Novice level of Spanish studies. It is designed to develop basic language skills through activities focusing on meaningful personal communication. Beginning level students work to understand language in selected contexts, express themselves orally and in writing using structured vocabulary and grammar, and negotiate meaning from reading authentic texts. Students will also compare the cultures and customs of Hispanic countries around the world.

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, and 11	CP	365100CW	1 unit

## SPANISH 2

This course is the second part of the Beginning/Novice level of Spanish studies. Students continue to develop basic language skills through performance-based activities focusing on personal communication. Major topics from Spanish 1 are reviewed and expanded,

increasing the number of contexts in which students can function orally and in writing. Through listening and reading, students learn more about the daily life and culture in Spanish-speaking countries today.

**Prerequisite:** Spanish 1

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	CP	365200CW	1 unit

### SPANISH 3 CP

Spanish 3 CP is designed for students who do not plan to continue on to levels four and/or five. This first part of the Developing/Intermediate level of Spanish focuses on practice and expansion of established speaking and listening skills, as well as emergent reading and writing ability. Major elements of grammar are covered and reviewed, and the mechanics of the language are organized. Students are given the opportunity to read and discuss simple texts. Students also continue basic writing activities and explore contemporary cultural topics in Spanish-speaking countries.

**Prerequisite:** Spanish 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	CP	365300CW	1 unit

### SPANISH 3 HONORS

Spanish 3 Honors is designed for honors-level language students who wish to continue their foreign language study beyond three levels in high school. The class moves at a faster pace than Spanish 3 CP, requiring more in-depth analysis of authentic texts and more advanced interpersonal communication skills. This first part of the Developing/Intermediate level of Spanish involves practice and expansion of established speaking and listening skills, and emergent reading and writing ability. Major elements of grammar are covered and reviewed, and the mechanics of the language are organized. Students are given the opportunity to read and discuss simple literary texts. Students also continue basic writing activities and explore contemporary cultural topics in Spanish-speaking countries. Much of the course is taught in Spanish.

**Prerequisite:** Spanish 2  
**Recommended:** Minimum of 85 in Spanish 2

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	Honors	365300HW	1 unit

### SPANISH 4 HONORS

This course is the second part of the Developing/Intermediate level of honors language study and focuses on the development of more advanced skills of conversation, reading, and writing. Students review and work with all major grammatical structures in a variety of oral and written contexts. Lessons develop students' critical thinking skills as they interpret more difficult reading selections. Students discuss more advanced aspects of Spanish culture, contemporary life,

and history. Except for certain grammatical explanations, this course is taught in Spanish.

**Prerequisite:** Spanish 3 Honors or teacher recommendation

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	Honors	365400HW	1 unit

### SPANISH 5 HONORS

The Expanding/Advanced level of honors language study is designed to further develop the students' ability to understand, speak, read and write in Spanish. Students continue in-depth grammar review and study. They read selected literary texts and explore contemporary cultural topics in Spanish-speaking countries. Students further engage in the writing process, developing formal essays in Spanish. This course is taught primarily in Spanish.

**Prerequisite:** Spanish 4 Honors and teacher recommendation

<u>Appropriate Grade Level</u>	<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	Honors	365500HW	1 unit

## PHYSICAL EDUCATION AND HEALTH EDUCATION

### PHYSICAL EDUCATION

One unit of credit in physical education is required for the South Carolina High School Diploma. This course, Physical Education 1, includes a personal fitness and wellness component and a lifetime fitness component. The only exceptions to this unit requirement in physical education are for students substituting JROTC and students having a physical disability certified by a doctor. Certification of disabilities must be on file with the principal.

#### PHYSICAL EDUCATION 1

This co-educational course is designed with a variety of activities to provide students with choice and the skills to live a healthy lifestyle. Students are required to dress out each day as specified by the physical education instructor.

The course includes the Fitness for Life curriculum, which is designed for students to achieve and maintain a health-enhancing level of physical fitness. The course also provides students with opportunities to develop optimal levels of fitness. The student must demonstrate competency in at least one movement form. The student will explore and seek opportunities to participate in physical activity outside the physical education class. The course also requires the student to independently assess his/her physical fitness level and design a nine-week program to maintain or improve personal fitness. The student will implement and document his/her program through participation in physical activity outside

the physical education class. The student must demonstrate competency in at least two movement forms.

**PHYSICAL EDUCATION 1  
COURSE CHOICES**

<u>Course</u>	<u>Course Number</u>
Fitness for Life: Soccer/Tennis	344145CW
Fitness for Life: Football/Recreational Games	344183CW
Fitness for Life: Aerobics/Volleyball	344129CW
Fitness for Life: Rackets/Recreational Games	344191CW
Fitness for Life: Aerobics/Dance	344127CW
Fitness for Life: Football/Track	344155CW

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	See Choice List	1 unit

**PHYSICAL EDUCATION 2 – TEAM SPORTS**

This course may not be used in lieu of Physical Education 1 to satisfy the graduation requirement. This course is an in-depth continuation of Physical Education 1. Instruction focuses on game strategies and higher skill development.

**Prerequisite:** Physical Education 1

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	344233CW	1 unit

**PHYSICAL EDUCATION 2 – FITNESS AND WEIGHT TRAINING**

This course is designed for motivated students who want to improve their personal fitness but who are not student athletes. Student athletes should sign up for Physical Education 3 and 4 when available. Physical training (weight training and conditioning) is the focus of the class with emphasis on the proper development of weight training techniques and improving the students' physical fitness (cardiovascular fitness, muscular endurance, muscular strength, flexibility and body composition). Assessment is based on participation, student improvement, and knowledge of technique and safety. This course may not be used in lieu of Physical Education 1 to satisfy the graduation requirement.

**Prerequisite:** Physical Education 1 with a 77 average or higher

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	344221CW	1 unit

**PHYSICAL EDUCATION 3 and 4 – STRENGTH AND CONDITIONING**

This course is designed for student athletes who are interested in improving their overall fitness through weights/strength training. Activities include weight training, flexibility training, speed development and cardiovascular training. Areas discussed will include weight control, proper diet, nutrition, basic anatomy, and physiology. This course may not be used in lieu of Physical Education 1 to satisfy the graduation requirement.

**PHYSICAL EDUCATION STRENGTH/CONDITIONING  
COURSE CHOICES**

<u>Course</u>	<u>Course Number</u>
PE 3: Weights/Strength Training	344300CW (Fall)
PE 3: Weights/Strength Training	344301CW (Spring)
PE 4: Weights/Strength Training	344400CW (Fall)
PE 4: Weights/Strength Training	344401CW (Spring)

**Prerequisite:** Physical Education 1; recommendation of the Strength Coach or Athletic Director

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	See Choice List	1 unit

**HEALTH EDUCATION**

Health education enables students to gain the tools necessary to achieve and maintain total well being. The program provides information to students to help them live long, energetic, and productive lives. Health education provides information in such a way that it influences people to change attitudes so they take positive action about their health.

**FAMILY AND COMMUNITY HEALTH**

This course is designed to help students understand the factors that influence family health and an individual's responsibility for protecting the health of the family and the community. It is designed to assist the class in assessing community and environmental health needs and the wise use of reliable resources. The course addresses the six priority areas (which include human sexuality) established by the Centers for Disease Control and the seven National Health Education Standards. This course meets the requirements of the Comprehensive Health Education Act.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	340100CW	1 unit

**PERSONAL HEALTH AND WELLNESS**

This course is designed to develop decision-making skills that help students make intelligent choices to live healthy productive lives. The course content includes: communication, stress management, problem solving, environmental awareness, personal fitness, nutrition, human sexuality including family life, pregnancy prevention and sexually transmitted diseases, substance abuse, disease prevention, and career interests. The course will involve field trips, group workshops and projects, guest speakers, films and videos, lectures, tests, and physical fitness exercises. This course meets the requirements of the Comprehensive Health Education Act. Students enrolled in this course must be concurrently enrolled in Freshman Focus for a ½ unit. Ninth grade students enrolled in a fine arts rehearsal course must enroll in Health/Arts.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 9	340200CH	½ unit
Health/Arts	340201CH	½ unit

## WANDO HIGH SCHOOL LEADERSHIP ACADEMY AIR FORCE JUNIOR ROTC

The Wando Air Force JROTC program continues to be recognized as being in the top ten percent of JROTC units in the United States. It is one of the few in South Carolina to have a certified honors ground school where cadets have the opportunity to fly at the East Cooper airport. The JROTC instructors have over 60 years of military experience and have received the distinguished "Outstanding Air Force Junior ROTC Instructor of the Year" awards.

To enroll in an Air Force JROTC course, students must be enrolled in high school and be citizens of the United States. The student must be physically fit and exercise personal grooming consistent with JROTC regulations. Before and after school activities, teams and community service are available, but not mandatory, to students who want to be involved. JROTC 1A may be substituted for Physical Education 1 in the requirements for a South Carolina High School Diploma. This course also meets the requirements of the Comprehensive Health Education Act. JROTC 1B will count as a required elective. The Air Force uniform must be worn on Tuesday of each week. JROTC classes meet for two terms and earn two credits. No military obligation is required.

### SEQUENCE OF AEROSPACE COURSES

#### AEROSPACE SCIENCE 1 (100)

This first year course is divided into two terms. Cadets must enroll in both terms.

#### AEROSPACE SCIENCE 1A (100 A): AFJROTC

The first term concentrates on leadership education. The student will learn military customs and courtesies, heritage, organization, and traditions of the Air Force; individual self-control to include personal behavior and responsibility, citizenship training, study of the flag of the United States; and wellness, health and fitness to include physical education training. The student will learn self-discipline and how to work as an effective member of a group. State required physical education credit is given. This course meets the requirements of the comprehensive Health Education Act.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, and 11	375100CW	1 unit

#### AEROSPACE SCIENCE 1B (100 B): AVIATION HISTORY

The second term is designed to acquaint the student with the historical development of flight and the role of

the military in history. Most of the classroom hours are spent reviewing the development of flight from ancient legends through the 9-11-01 attacks on America and beyond. Additionally, the role of the military throughout the history of the United States is identified. Military history, customs and courtesies, and citizenship training are also covered. State required history elective credit is given.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, and 11	375101CW	1 unit

#### AEROSPACE SCIENCE 2 (210)

This second year course is designed to acquaint the student with the aerospace environment, the principles of flight and navigation, and the human limitations of flight. The course begins with a discussion of the atmosphere and weather. The study is expanded to include the planets and space beyond our solar system. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust and gravity. Students learn basic navigation skills including map reading, course plotting, and the effects of wind on flight. The portion on the human limitations of flight surveys the physiology of aerospace flight. Topics include the human circulatory system, the effects of acceleration and deceleration, protective equipment, and the space environment. Leadership hours stress communication skills and cadet corps activities. Written reports and speeches complement academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. Cadets must be enrolled in both terms (course meets one block yearlong).

<u>Prerequisite:</u> Aerospace Science 1 (100)		
<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	375200CD	2 units

#### AEROSPACE SCIENCE 3 (410)

This third year course begins with an overview of survival and disaster preparedness. Survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. An appreciation of these skills will help the student to develop confidence and reduce mental and physical stress. An optional three-day "hands-on" camping trip is offered. The second term deals with space exploration, emphasizing the history of the United States Space Program. Leadership hours with the *Life Skills* textbook will be helpful to students deciding which path to take after high school. Topics covered include: how to apply to college or vocational school; how to begin a job search; financial planning; citizen responsibilities (registering to vote, jury duty, draft registration, etc.); understanding contracts, leases, wills, warranties, etc. Cadets must be enrolled in both terms (course meets one block yearlong).

**Prerequisite:** Aerospace Science 2 (210)

<b><u>Appropriate Grade Level</u></b>	<b><u>Course Number</u></b>	<b><u>Credit</u></b>
Grades 10, 11, and 12	375300CD	2 units

### **AEROSPACE SCIENCE 4 (400 and 500)**

The fourth year course offers two unique options. Leadership hours stress management terms, the evolution of management, the function of management, delegation skills, mentoring, decision-making and other leadership skills to help the cadets be future leaders in the Corps of Cadets and the community.

#### **Option 1: Aerospace Science 4A (400): Management of the Cadet Corps**

The cadets lead the entire Corps during the fourth year. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, and decision-making will be done by the cadets. They will practice their communication, decision-making, personal interaction, managerial, and organizational skills. This course meets one block yearlong.

**Prerequisite:** Aerospace Science 2 (210) and attend Cadet Officer Leadership School

<b><u>Appropriate Grade Level</u></b>	<b><u>Course Number</u></b>	<b><u>Credit</u></b>
Grades 11 and 12	375400CD	2 units

#### **Option 2: Aerospace Science 4B (500): ROTC Honors Ground School**

This ground school course provides an advanced study of the previous aerospace topics. It serves as a foundation for students interested in qualifying for a private pilot license. At the completion of the course students should be able to take and pass the FAA written examination. The student is responsible for any examination costs. This course meets one block yearlong.

**Prerequisite:** Aerospace Science 1 (100) or Aerospace Science 2 (210)

<b><u>Appropriate Grade Level</u></b>	<b><u>Course Number</u></b>	<b><u>Credit</u></b>
Grades 11 and 12	375402HD	2 units

### **CADET OFFICER LEADERSHIP SCHOOL (COLS)**

This one week live-in school, conducted during the month of June at The Citadel, prepares JROTC cadets for leadership roles as officers in their cadet corps. The curriculum consists of at least 35 hours of academic and 24 hours of leadership training and involves physical training, uniform inspection, room inspection, academics, flight drill, parade, retreat, and athletics.

### **Basic Cadets (Rising second or third year cadets)**

**Prerequisite:** Aerospace Science 1 (100) or Aerospace Science 2 (210) and approval of the Senior Aerospace Science Instructor

<b><u>Appropriate Grade Level</u></b>	<b><u>Course Number</u></b>	<b><u>Credit</u></b>
Grades 10 and 11	375403CH	½ unit

### **Cadre Cadets (Former COLS participants)**

**Prerequisite:** Basic COLS and approval of the Senior Aerospace Science instructor

<b><u>Appropriate Grade Level</u></b>	<b><u>Course Number</u></b>	<b><u>Credit</u></b>
Grades 11 and 12	375404CH	½ unit

## **CAREER AND TECHNOLOGY EDUCATION**

Career Technology Education includes courses and career majors which serve the total school population through relevant curricula oriented toward providing career direction, a sound foundation for advanced study in a variety of career paths, and the development of employability skills.

Course offerings include the programs of Biomedical Sciences; Business, Management, and Administration; Graphics Design; Health Science; Hospitality and Tourism; Human Services; Industrial Technical Education; Information Technology; Law, Public Safety, and Security; Marketing, Sales, and Service; and Pre-Engineering.

Students are encouraged to select a career path and choose courses which prepare them for future education and career success. Computer skills are essential in every area and are required for graduation.

### **COMPETENCY-BASED EDUCATION**

Career and Technology Education is an integral component of secondary education in the Charleston County School District. All Career and Technology Education courses are required to be taught in a competency-based format. The mastery of specific competencies by individual students is not dependent on the amount of time spent in the class.

### **ARTICULATION/TAP CREDIT**

Students who qualify may receive college credit for completion of high school courses by enrolling in specific programs at Trident Technical College through the articulation process. Articulation allows students to make the transition from high school to Trident Technical College without duplication of courses. Technical Advanced Placement (TAP) enables qualified students to earn Trident Technical College credits while still in high school. Therefore, students may complete a certificate, diploma or associate degree in less time.

### **WORK-BASED LEARNING**

Learning activities that students participate in outside of class that are connected with a business are referred to as work-based learning activities. Students who are eligible for a work-based learning course must have completed at least two units in a state recognized CATE program and be enrolled in the subsequent course to be eligible for participation. The work-based learning course

must be a part of the student's major, career goal, and individual graduation plan (IGP).

## BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY

### ACCOUNTING 1

Accounting 1 is designed to provide an introduction to accounting principles and procedures for recording financial information in a business, manually and electronically. Students are introduced to recording accounting transactions through the use of computer software. Accounting 1 provides students with entry-level skills in the accounting profession and/or a foundation for continued study in accounting or in a related business field. This course may be counted toward college credit if you enroll at Trident Technical College and meet all the requirements.

**Prerequisite:** Algebra 1 (or equivalent) with a grade of C or higher and/or instructor approval, keyboarding proficiency

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	500100CW	1 unit

### ACCOUNTING 2

Accounting 2 expands the student's understanding of accounting to include subsystems, subsidiary ledgers and internal control procedures. The student develops competence in using subsidiary ledgers in preparing financial statements and in performing end-of-period procedures. The student will demonstrate the use of accounting principles through the use of computer software and simulated activities. Students who qualify may have the opportunity to earn an additional elective unit of credit through participation in co-op. This course may be counted toward college credit if you enroll at Trident Technical College and meet all the requirements.

**Prerequisite:** Accounting 1 with a grade of C or higher and/or instructor approval

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	500500CW	1 unit

### ADVANCED ANIMATION AND GAMING

This course teaches students how to model, animate and render using industry standard software with a focus on establishing a working knowledge of animation tools and techniques. The course builds a foundation for developing 3-D computer graphics, animation, modeling, deformations and character animation. Advanced Animation and Gaming Computer examines the features of Flash and Maya software programs. Students create and modify movies and animation using objects, graphics, sound and special effects.

**Prerequisite:** Foundations of Animation (Animated Computer Production)

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	539810CW	1 unit

### ADVERTISING

This course is suggested for students who are considering a career in business or marketing. This course is for students interested in obtaining information about all aspects of sales promotion including print and broadcast advertising, publicity, visual merchandising and special sales events. Students learn how to greet the customer, determine the customer's needs and wants, and close the sale. Career opportunities, work ethic, and communication and mathematics skills are emphasized.

**Prerequisite:** Marketing

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11 and 12	547000CW	1 unit

### ARTS, AUDIO-VIDEO TECHNOLOGY, AND COMMUNICATIONS WORK-BASED CREDIT

Students may be awarded credit for work-based experiences that meet certain criteria. This course is designed to give students the opportunity to gain actual work experience in a graphics related area. Students must be enrolled in a course which directly relates to a work-based experience.

**Prerequisite:** Concurrently enrolled in a Arts, Audio-Video Technology, and Communications course, 16 years old, and Internship Coordinator approval.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	529000CW	1 unit

### BROADCAST JOURNALISM 1 (VIDEO PRODUCTION 1)

Broadcast Journalism 1 is designed for both college-bound and tech-bound students to research and write broadcast copy, operate video cameras, edit, and perform in talent roles. Students will also learn basic lighting and audio techniques. Students will produce school video news segments and use hands-on edition software programs such as Pinnacle, Avid, and Final Cut Pro.

**Prerequisite:** Teacher recommendation and application process

**Recommended:** Grade of 80 or higher in English

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	529904CD (One Block Yearlong)	2 units
	529904CW (Embedded Yearlong)	1 unit

### BROADCAST JOURNALISM 2 (VIDEO PRODUCTION 2)

Broadcast Journalism 2 is an advanced course designed for both college-bound and tech-bound students to research and write broadcast copy, operate video cameras, edit, and perform in talent roles. Students will also learn basic lighting and audio techniques. Students will produce school video news segments, and use hands-on edition software programs such as Pinnacle, Avid, and Final Cut Pro.

**Prerequisite:** Broadcast Journalism 1, teacher recommendation and application process

**Recommended:** Grade of 85 or higher in English

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	529905CD	2 units
	(One Block Yearlong)	
	529905CW	1 unit
	(Embedded Yearlong)	

## BUSINESS FINANCE

Business Finance is designed to provide students with a foundation in corporate business finance concepts and applications including fundamentals, financial environment, management planning, maintenance and analysis of financial records, long and short term financial activities, financial business activities, financial institutions and banking services, consumer credit, business insurance, technology and financial management, and international finance.

**Prerequisite:** Accounting 1

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	527300CW	1 unit

## BUSINESS LAW

Business Law is designed to acquaint students with basic legal rights and problems. Emphasis is placed on the effects that legislation has on business practices, legal forms, and legal terminology. Case problems and activities will help students learn about rights, privileges, and responsibilities of consumers, workers, and citizens.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	504400CW	1 unit

## BUSINESS AND MARKETING WORK-BASED CREDIT

Students may be awarded credit for School-to-Careers Transition Work-based Experiences that meet acceptable criteria. This course is designed to give students the opportunity to gain actual work experience in a business or marketing area. Students are required to attend 2 one-hour classes before or after school to learn about class requirements, applying for a job, and completing an application. Student must be enrolled in a course which directly relates to a work-based experience.

**Prerequisite:** Concurrently enrolled in a Business and/or Marketing course and 16 years old and Internship Coordinator approval

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	549000CW	1 unit

## COMPUTER PROGRAMMING 1V

Computer Programming 1 covers the principles of top-down programming and object-oriented programming using the programming language VisualBASIC.NET. Students with an interest in studying engineering, physics, or computer science in college should seriously consider taking this course. This course satisfies the Computer Science graduation requirement.

**Prerequisite:** Digital Input Technology or ½ unit in Keyboarding and 80 average or higher in CP or honors mathematics courses

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	505000CW	1 unit

## COMPUTER PROGRAMMING 2V

Computer Programming 2 continues the study of the principles of top-down programming through the use of VisualBASIC.NET. This is a good course for students to take to determine if they would be interested in taking Computer Programming 3 and/or Advanced Placement Computer Science. Students with an interest in studying engineering, physics, or computer science in college should seriously consider taking this course.

**Prerequisite:** Completion of Computer Programming 1 with an 80 average or higher

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	505100CW	1 unit

## COMPUTER PROGRAMMING C

Computer Programming 3 covers the principles of top-down program design as well as object-oriented programming using the C++ language. It will cover computer systems, standard data structures, and program implementation using the programming language, C++. Students with interest in studying engineering, physics, or computer science in college should seriously consider taking this course.

**Prerequisite:** Completion of Computer Programming 1 and

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	505200HW	1 unit

## ADVANCED PLACEMENT COMPUTER SCIENCE

The overarching goal of this beginning course in Java is to teach the fundamentals of the language. Java is the language of the Internet and is often used to create applets and other Net-based applications. However, before a student can create these types of applications, he or she must understand the basic elements of the language. By the end of this course, the students will have a solid foundation that will enable them to start writing their own programs and applets. Each student must take the advanced placement examination for possible college credit. This course satisfies the Computer Science graduation requirement.

**Prerequisite:** Completion of Honors Algebra 2 or CP Pre-Calculus or AP Computer Science teacher permission

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	477100AW (Early Bird)	1 unit

## COMPUTER SERVICE TECHNOLOGY 1 (A+ COMPUTER MAINTENANCE AND REPAIR)

This course is designed to prepare students to perform entry-level tasks under the supervision of an experienced computer service technician. In this course, students will examine common computer hardware components, install and configure hardware into a pre-existing system, and explore how to manage hardware through a computer systems operating system. When

working with modern operating systems, emphasis will be placed on Windows XP and Vista. Upon completion of this course, students should be able to explain the basic functions of input, output, processing, and storage devices and how these devices communicate with each other within a computer system.

**Prerequisite:** Algebra 1, Part 1 and 2 or Algebra 1, IT Foundations or Digital Input Technology

<b>Appropriate Grade Level</b>	<b>Course Number</b>	<b>Credit</b>
Grades 10, 11, and 12	532001CW	1 unit

### COMPUTER SERVICE TECHNOLOGY 2 (A+ COMPUTER MAINTENANCE AND REPAIR)

Computer Service Technology 2 is a continuation of Computer Service Technology 1. In this course, students will explore advance features of using, managing, and securing a local machine through modern operating systems and utility software. The course will also explore basic networking concepts including setting up a firewall, installing antivirus software, and securing wired and wireless networks. As part of the review of basic networking, the course will examine how to connect computers to a workgroup and/or a LAN. Completion of Computer Service Technology 1 and 2 will prepare students to sit for the nationally recognized *CompTIA* A+ certification examinations. The student is responsible for any examination costs.

**Prerequisite:** Computer Service Technology 1

<b>Appropriate Grade Level</b>	<b>Course Number</b>	<b>Credit</b>
Grades 11 and 12	532101CW	1 unit

### DIGITAL ART AND DESIGN 1 (ADVERTISING DESIGN 1)

Digital Art and Design 1 is designed for students who have an interest in pursuing a career in the graphic design field. This course provides instruction in basic theory of design, color theory and typography, and moves on to build electronic design skills in establishing corporate identity, advertising, packaging as well as learning how to use equipment found in the trade. Hands-on projects are designed to develop student creativity and expression and are produced using software found in the industry. Adobe Photoshop and Illustrator will be taught in each quarter as supplemental material. This course may be counted toward college credit if you enroll at Trident Technical College and meet all the requirements.

**Prerequisite:** Digital Input Technology or ½ unit in Keyboarding or Computer Applications 2

**Recommended:** Fundamentals of Visual Design (Art 1)

<b>Appropriate Grade Level</b>	<b>Course Number</b>	<b>Credit</b>
Grades 10, 11, and 12	612001CW	1 unit

### DIGITAL ART AND DESIGN 2 (ADVERTISING DESIGN 2)

Digital Art and Design 2 builds on the skills learned in Digital Art and Design 1. This course provides a study of

the advanced concepts and design principles used in planning visualizations and layouts for graphic design. Students will prepare advertising campaigns, and editorial presentations, using art, photography, type and illustrations for the printed page using a MAC or PC computer as a tool. This course includes studies in advertising production, typography, and methods for preparing all types of presentations. Adobe InDesign and Final Cut will be taught in each quarter as supplemental material. Digital Art and Design 2 students will manage an in-house print shop.

**Prerequisite:** Digital Art and Design 1 (Advertising Design 1)

<b>Appropriate Grade Level</b>	<b>Course Number</b>	<b>Credit</b>
Grades 11 and 12	612100CW	1 unit

### DIGITAL ART AND DESIGN 3

This course is a continuation of Digital Art and Design 2 and includes further study in the graphics field. Digital Art and Design 3 students will manage an in-house print shop.

**Prerequisite:** Digital Art and Design 2 (Advertising Design 2)

<b>Appropriate Grade Level</b>	<b>Course Number</b>	<b>Credit</b>
Grades 11 and 12	612200CW	1 unit

### DIGITAL ART AND DESIGN 4

This course is a continuation of Digital Art and Design 3 and includes further study in the graphics field. It also includes a cooperative work experience or apprenticeship, which combines career and technology training with supervised work experience in business and industry.

**Prerequisite:** Digital Art and Design 3

<b>Appropriate Grade Level</b>	<b>Course Number</b>	<b>Credit</b>
Grades 11 and 12	612300CW	1 unit

### DIGITAL DESKTOP PUBLISHING

Digital Desktop Publishing is an advanced computer course incorporating the use of desktop publishing software, a computer system, and a printer to produce professional-looking documents. The student will be introduced to Microsoft Publisher, Adobe PageMaker, and Adobe PhotoShop. The major objective of the course is to produce desktop-published camera/copy ready masters for reproduction. Successful completion of this course meets the state graduation requirements for keyboarding proficiency and computer literacy. This course may be counted toward college credit if you enroll at Trident Technical College and meet all the requirements.

**Prerequisite:** Digital Input Technology or Computer Applications 2, ½ unit in Keyboarding or Integrated Business Applications 1

<b>Appropriate Grade Level</b>	<b>Course Number</b>	<b>Credit</b>
Grades 10, 11, and 12	517600CW	1 unit

### DIGITAL INPUT TECHNOLOGY

Digital Input Technology is designed to introduce students to new and emerging technologies which

impact data input to computers and other electronic devices. Students will be introduced to handwriting and speech recognition software. Personal digital assistants will be introduced as a tool for personal and business applications. Students will also have an opportunity to explore digital imaging and the various methods of input available for inclusion in documents. Successful completion of this course meets the state graduation requirements for computer literacy.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	518000CW	1 unit
	518001CW (Embedded Yearlong)	1 unit

## DIGITAL MULTIMEDIA

This course is an advanced computer course designed to provide the student with the knowledge and skills needed for entry-level positions in multimedia and web publishing. The student will be introduced to Microsoft PowerPoint, Adobe Photoshop, MS FrontPage, MS GIF Animator, and Macromedia Suite. Multimedia combines computer-based text, graphics, audio and video within an interactive environment. This course may be counted toward college credit if you enroll at Trident Technical College and meet all the requirements.

**Prerequisite:** Digital Input Technology or Computer Applications 2, ½ unit in Keyboarding or Integrated Business Applications 1

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	503000CW	1 unit

## ENTREPRENEURSHIP

Entrepreneurship is designed to give students a general overview of the American enterprise system with special emphasis being placed on small business ownership. An important part of the course will be the development of business and managerial leadership skills as they relate to the functions of owning and managing a small business.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	540000CW	1 unit

## FASHION MERCHANDISING

Fashion Merchandising provides students with the opportunity to gain entry-level knowledge and develop the skills necessary for successful employment in the apparel and accessories industry. This course includes topics such as fashion trends, fashion history, terminology, fashion selling and advertising, fashion careers, designers, and the display of fashions. Students design and present projects that reflect their understanding of these concepts. Students may receive an additional elective unit of credit by participating in co-op.

**Prerequisite:** Digital Input Technology or Computer Applications 2 or ½ unit in Keyboarding

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	541000CW	1 unit

## FOUNDATIONS OF ANIMATION (ANIMATED COMPUTER PRODUCTION)

This introductory course in computer animation uses Macromedia's Flash software. Flash is currently the professional standard for producing high-impact Web animations using movies, graphics and sound. Students create and modify movies using objects, graphics, sound, animation, and special effects. An introduction to Flash ActionScript is also presented. Students examine techniques for optimizing files and publish for the Web. This course satisfies the Computer Science graduation requirement.

**Prerequisite:** Image Editing 1 (Digital Imaging 1/Photoshop 1) or Digital Multimedia

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	535000CW	1 unit

## GLOBAL BUSINESS

Global Business is a course designed to prepare students for an increasingly global future and will include a wide range of project-based assignments and activities that bring world trade, entrepreneurialism and global markets to life.

**Prerequisite:** One (1) course from the following: Marketing, Marketing Management, Entrepreneurship, Business Law, Sports and Entertainment Marketing, Hospitality and Tourism, Accounting or Business and Personal Finance.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	544001CW	1 unit

## IMAGE EDITING 1 (DIGITAL IMAGING 1/ PHOTOSHOP 1)

This is an introductory course designed for the student interested in pursuing a career or continuing their education in the graphic design/interactive media industries. Students are instructed in the fundamental features of Photoshop for editing and designing photos as well as learning the basics of digital photography. Successful completion of Image Editing helps provide a foundation for continued training in the graphic design/interactive media industries. This course satisfies the Computer Science graduation requirement.

**Prerequisite:** Digital Input Technology or Computer Applications 2, ½ unit in Keyboarding or Integrated Business Applications 1

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	534000CW	1 unit

## IMAGE EDITING 2 (DIGITAL IMAGING 2/ PHOTOSHOP 2)

This course builds upon the skills learned in Image Editing 1. Students use digital technologies in acquiring various photos for editing purposes. This class provides students with the concepts and skills to use Adobe Photoshop CS2 more effectively and also provides hands-on practice working with advanced techniques. Students will develop further the skills of color painting, photo retouching, and image editing.

**Prerequisite:** Image Editing 1 (Digital Imaging 1/Photoshop 1)

<u>Appropriate Grade Level</u> Grades 11 and 12	<u>Course Number</u> 534100CW	<u>Credit</u> 1 unit
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### **INFORMATION TECHNOLOGY FOUNDATIONS**

Information Technology Foundations is designed to introduce the student to basic concepts in computer and information technology. The course focuses on basic computer maintenance, network support, Internet technologies, podcast, WIKIS and BLOGS, and software support. This course includes a review of keyboarding competencies and may be taken in lieu of Digital Input Technology. Upon successful completion of this course, the student should be able to conduct basic computer and network problem troubleshooting and repair. This course prepares the student to sit for the IC3 certification examination. The student is responsible for any examination costs. This course satisfies the Computer Science graduation requirement. This course may be counted toward college credit if you enroll at Trident Technical College and meet all the requirements.

<u>Appropriate Grade Level</u> Grades 9, 10, 11, and 12	<u>Course Number</u> 527000CW	<u>Credit</u> 1 unit
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### **INTEGRATED BUSINESS APPLICATIONS 1 (ADVANCED MICROSOFT OFFICE SUITE APPLICATIONS)**

Integrated Business Applications 1 is designed to teach the student to apply computer concepts and software expertise to process data in to useful information. Students develop skills using advanced features of database, spreadsheet, word processing, and presentation software. Students who successfully complete this course will be prepared to sit for Microsoft Office Specialist core level exams in Word, Excel, PowerPoint, and Access. The student is responsible for any examination costs. This course may be counted toward college credit if you enroll at Trident Technical College and meet all the requirements.

**Prerequisite:** Digital Input Technology with an average of 85 or higher or completion of Computer Applications 2, ½ unit in Keyboarding

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 502000CW	<u>Credit</u> 1 unit
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### **MARKETING**

Marketing introduces marketing concepts; examines the economic, marketing and business, and human resource fundamentals of marketing; and overviews the marketing functions of selling, promotion, distribution, risk management, pricing, purchasing, marketing information management, product/service planning, and financing. Students will also enhance their studies through virtual business computer programs and school store management.

<u>Appropriate Grade Level</u> Grades 10 and 11	<u>Course Number</u> 542100CW	<u>Credit</u> 1 unit
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### **MARKETING MANAGEMENT**

Marketing Management continues the analysis of the marketing functions by examining human resource foundations, marketing and business fundamentals, distribution, promotion, and selling as applied in merchandising. Students will also enhance their studies through virtual business computer programs and school store management. Students may receive an elective unit of credit by participating in work-based learning. This course may be counted toward college credit if you enroll at Trident Technical College and meet all the requirements.

<b>Prerequisite:</b> Marketing		
<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 543100CW	<u>Credit</u> 1 unit

### **NETWORKING 1 (NETWORK+ MAINTENANCE AND REPAIR)**

The Network+ Program is designed to introduce students to current and emerging networking technologies. At the end of the course, students will be able to explain the different types of networking media, topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, and network security protocols. In addition, students will be able to perform basic network maintenance tasks, identify networking problems, and resolve networking issues.

**Prerequisite:** Algebra 1; Digital Input Technology or Information Technology Foundations

<u>Appropriate Grade Level</u> Grades 10 and 11	<u>Course Number</u> 531000CW	<u>Credit</u> 1 unit
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### **NETWORKING 2 (NETWORK+ MAINTENANCE AND REPAIR)**

This course is a continuation of Networking 1. Students who qualify may receive an elective unit of credit by participating in work-based learning. This course prepares students to sit for the Net+ certification exam. The student is responsible for any exam costs.

<b>Prerequisite:</b> Networking 1		
<u>Appropriate Grade Level</u> Grades 11 and 12	<u>Course Number</u> 531100CW	<u>Credit</u> 1 unit

### **PERSONAL FINANCE**

Personal Finance is designed to introduce the student to basic financial literacy skills which include budgeting, obtaining credit, maintaining checking accounts, analyzing the basic elements of finance, computing payroll, recording business transactions, and applying computer operations to financial management.

<u>Appropriate Grade Level</u> Grade 9, 10, 11, and 12	<u>Course Number</u> 513100CW	<u>Credit</u> 1 unit
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## SPORTS AND ENTERTAINMENT MARKETING

Sports and Entertainment Marketing is for students who wish to pursue careers in the various areas of the sports industry. This includes careers in box office, group sales, public sales, marketing, operations, development and sports programming.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	542500CW	1 unit

## VIRTUAL ENTERPRISE 1

Virtual Enterprise is a simulated business environment, which is a part of a national curriculum from Virtual Enterprises International and the South Carolina Virtual Enterprises Network that allows students to experience within a simulated business all facets of being an employee in a firm. The program allows students to run simulated offices in their schools and engage in virtual trading with other practice firms. The program provides students with interdisciplinary instruction and an in-school on-the-job work experience to develop school-to-career skills including accounting, personnel administration, management, marketing, and Web site development. The goal of Virtual Enterprise is to create a learning environment that integrates school and workplace to enhance learning.

**Prerequisite:** Digital Input Technology or Computer Applications 2, ½ unit in Keyboarding or Integrated Business Applications 1

**Recommended:** At least one of the following courses: Web Page Design and Development 1, Accounting, Marketing, Business and Personal Finance, Entrepreneurship or Global Business (globalMARKETS™)

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	515000CW	1 unit

## VIRTUAL ENTERPRISE 2

Virtual Enterprise 2 is a continuation of Virtual Enterprise 1. Students will interview and gain experience in other positions in the proprietary virtual enterprise as they.

**Prerequisite:** Virtual Enterprise 1, teacher recommendation, and interview

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	515100CW	1 unit

## VIRTUAL ENTERPRISE 3

Virtual Enterprise 3 is a continuation of Virtual Enterprise 2. Students will interview and gain experience in other positions in the proprietary virtual enterprise. Students in Virtual Enterprise 3 and 4 assist in the training of and consult with students in levels 1 and 2.

**Prerequisite:** Virtual Enterprise 2, teacher recommendation, and interview

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	515200CW	1 unit

## VIRTUAL ENTERPRISE 4

Virtual Enterprise 4 is a continuation of Virtual Enterprise 3. Students will interview and gain experience in other positions in the proprietary virtual enterprise. Students in Virtual Enterprise 3 and 4 assist in the training of and consult with students in levels 1 and 2.

**Prerequisite:** Virtual Enterprise 3, teacher recommendation, and interview

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	515300CW	1 unit

## WEB PAGE DESIGN AND DEVELOPMENT 1

Web Page Design and Development is an advanced course which develops the knowledge and skills needed to design Web pages. The student will be introduced to the following software tools: HTML, Netscape Composer, MS FrontPage, and Macromedia Dreamweaver. Other programs that are learned in combination with the previous list include MS GIF Animator and Adobe Photoshop.

**Prerequisite:** Digital Input Technology or Computer Applications 2, ½ unit in Keyboarding or Integrated Business Applications 1

**Recommended:** Digital Multimedia

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	503100CW	1 unit

## FAMILY AND CONSUMER SCIENCES EDUCATION

### CHILD DEVELOPMENT 1

Child Development 1 is the study of human growth and development of infants and children. The care and guidance of young children relative to the physical, social, emotional, and mental developmental tasks are stressed. The knowledge, skills, attitudes, and understanding gained will prepare students to assume parental roles and/or careers involving the care and nurturing of young children.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	580000CW	1 unit

### CHILD DEVELOPMENT 2

This course continues the study of human growth and development of infants and children with the focus on nurturing and parenting practices and skills that support positive development of children. Efforts are made to incorporate guided observation and participation with young children.

**Prerequisite:** Child Development 1

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	580100CW	1 unit

## FASHION DESIGN AND APPAREL CONSTRUCTION 1

Designed to give students a foundation for careers in fashion design and apparel construction, this course addresses career pathways, the fashion industry, workplace safety, textiles, and advanced apparel construction techniques. Students will be introduced to the serger sewing machine as well as basic design elements.

**Prerequisite:** Fashion, Fabric and Design 1; teacher recommendation

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	571001CW	1 unit

## FASHION DESIGN AND APPAREL CONSTRUCTION 2

Fashion Design and Apparel Construction 2 offers advanced coursework for students serious about careers in the apparel construction industry. Emphasis is placed on career pathways, employability, customer service, entrepreneurship, business operational procedures, consumer behavior, the fashion industry, textiles, and advanced construction and design techniques. Students will be encouraged to participate in job shadowing, internships, or cooperative education to enhance their real-world concept of the fashion world.

**Prerequisite:** Fashion Design and Apparel Construction 1 and application  
**Appropriate Grade Level** **Course Number** **Credit**  
Grades 11 and 12 571100CW 1 unit

## FASHION, FABRIC, AND DESIGN 1

Fashion, Fabric, and Design 1 provides students with basic skills in clothing construction. Skill in the operation and maintenance of the home sewing machine, basic hand sewing techniques, pattern interpretation and layout, and garment construction will be acquired through a combination of teacher demonstrations and student practice and application. Basic construction techniques will be acquired from laboratory experiences.

**Appropriate Grade Level** **Course Number** **Credit**  
Grades 9, 10, 11, and 12 580400CW 1 unit

## HEALTH SCIENCE TECHNOLOGY EDUCATION

Health Science Technology courses include courses related to planning, managing, and providing diagnostic services, therapeutic services, health information, and biotechnology research and development in health care.

### EMERGENCY MEDICAL SERVICES 1

Emergency Medical Services 1 is designed to teach students how to respond to emergencies and how to overcome reluctance to act in emergency situations. The curriculum includes instruction in areas of legal – ethical issues, safety and infection control, healthy lifestyles, and certification in first aid and cardiopulmonary resuscitation (CPR). Optional competencies/skills may include vital signs, medical terminology, automated external defibrillation (AED), disaster preparedness, and injury control modules.

**Prerequisite:** Introduction to Health Science or Physical Science with a grade of C or higher  
**Appropriate Grade Level** **Course Number** **Credit**  
Grades 10, 11, and 12 553000CW 1 unit

### INTRODUCTION TO HEALTH SCIENCE

Introduction to Health Science includes an overview of therapeutic, diagnostic, health informatics, support services, and biotechnology research and development

pathways in the health science career cluster. The course focuses on health careers exploration, healthcare systems roles, leadership, employability, and communication skills. Students will develop a concept of health maintenance practices, safety, teamwork, and legal and ethical responsibilities. School-to-career shadowing activities may be implemented in this course. Subject matter will include career choices and application of health concepts relative to becoming a healthcare professional. Students who have made a C or higher in Physical Science should take Health Science Technology 1 instead of this course.

**Appropriate Grade Level** **Course Number** **Credit**  
Grades 10, 11, and 12 555400CW 1 unit

### HEALTH SCIENCE TECHNOLOGY 1

Health Science Technology 1 focuses on therapeutic, diagnostic, health informatics, support services, and biotechnology research and development pathways of a health science cluster career. The course is designed to develop healthcare specific knowledge and skills, both academic and technical, necessary for transition to clinical or work-based experiences in healthcare. The foundational standards incorporate anatomy and physiology, medical terminology, communication, healthcare systems and teams, health science career research, legal and ethical practice, safety, health and wellness, cardiopulmonary resuscitation, and first aid.

**Prerequisite:** Introduction to Health Science or Physical Science with a grade of C or higher

**Appropriate Grade Level** **Course Number** **Credit**  
Grades 10, 11, and 12 555000CW 1 unit

### HEALTH SCIENCE TECHNOLOGY 2

Health Science Technology 2 focuses on therapeutic, diagnostic, health informatics, support services, and biotechnology research and development pathways of a health science cluster career. The course is designed to provide for the development of multi-occupational knowledge and foundational skills for a wide variety of healthcare professionals. The foundational standards incorporate anatomy and physiology, diseases, therapies and care rehabilitation, prevention, systems theory, legal standards, ethical and safety practices, advance technical skills, and information technology applications. Students will have hands-on experiences for expanding knowledge and skill development.

**Prerequisite:** Health Science Technology 1  
**Appropriate Grade Level** **Course Number** **Credit**  
Grades 11 and 12 555100CW 1 unit

### MEDICAL TERMINOLOGY

Medical Terminology is designed to develop a student's working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots and abbreviations. Knowledge of medical terminology enhances students' ability to

successfully secure employment or pursue advanced education in healthcare.

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 554000CW	<u>Credit</u> 1 unit
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### PHARMACY TECHNOLOGY

This course is offered in a multimedia (CD-ROM or Internet) format for students interested in medical careers such as pharmacy, pharmacy technician, nursing or medicine. The course introduces students to basic terminology, medications and their actions, laws affecting the pharmacy industry, medical math calculations and basic pharmacy operations. Upon completion of this course, students may be able to take the National Pharmacy Technician Certification Board examination. Students are required to purchase the course CD. The Pharmacy Technician Board Examination fees are the responsibility of the student. The course cost is approximately \$250.00.

<u>Appropriate Grade Level</u> Grade 12	<u>Course Number</u> 557000CW	<u>Credit</u> 1 unit
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### SPORTS MEDICINE 1

Sports Medicine 1 is designed to teach students the components of exercise science including an anatomy overview, basic principles of safety, first aid, and vital signs. The course focuses on the principles governing the prevention, evaluation, treatment, and rehabilitation of athletic injuries. Subject matter will include career choices and application of sports medicine concepts relative to becoming a health care professional. Students interested in fields such as athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from the course.

**Prerequisite:** Biology 1

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 555500CW	<u>Credit</u> 1 unit
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### SPORTS MEDICINE 2

Sports Medicine 2 is a continuation of Sports Medicine 1 and will include cardiopulmonary resuscitation, internship, and a learning lab-type situation in the training room as well as after school work experiences.

**Prerequisite:** Completion of Sports Medicine 1 and teacher recommendation

<u>Appropriate Grade Level</u> Grades 11 and 12	<u>Course Number</u> 555600CW	<u>Credit</u> 1 unit
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### SPORTS MEDICINE 3 (WORK-BASED CREDIT)

Sports Medicine 3 is a continuation of Sports Medicine 2 and will include internship and after-school work experience. This course is offered fall semester only.

**Prerequisite:** Completion of Sports Medicine 2 and teacher recommendation

<u>Appropriate Grade Level</u> Grades 11 and 12	<u>Course Number</u> 559100CW	<u>Credit</u> 1 unit
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## HORTICULTURE

### INTRODUCTION TO HORTICULTURE

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 horticultural enterprises. Typical instructional activities include hands-on experiences with propagating, growing, establishing, and maintaining nursery plants and greenhouse crops; tissue culture techniques; designing landscapes; preparing designs; sales analysis and management; participating in personal and community leadership development activities; and, planning and implementing a relevant school-to-work transition experience.

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 565000CW	<u>Credit</u> 1 unit
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### LANDSCAPE TECHNOLOGY

This course is designed to qualify students for job entry in the landscaping field or to prepare students to continue advanced training in post-secondary education. A combination of subject matter and activities is designed to teach technical knowledge and skills for entry-level positions in selling, selecting and servicing. Typical instructional activities include hands-on experiences with the planning and selection of materials for the construction of landscapes; the mechanical practices associated with irrigation and water conservation; erosion control; and participating in personal and community leadership development activities.

**Prerequisite:** Introduction to Horticulture and/or teacher approval

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 567000CW	<u>Credit</u> 1 unit
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### NURSERY, GREENHOUSE AND GARDEN CENTER TECHNOLOGY

This course includes organized subject matter and practical experiences related to the operation and management of a nursery, greenhouse or a garden center. Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining, and managing "green industry" enterprises. Typical instructional activities include hands-on experiences with propagating, growing, establishing, and maintaining nursery plants and greenhouse crops; tissue culture techniques; designing landscapes; preparing designs; sales analysis and management; participating in personal and community leadership development activities; and planning and implementing a relevant work-based learning experience.

**Prerequisite:** Introduction to Horticulture and/or teacher approval



# Pre-Engineering Program



## Foundation Course:

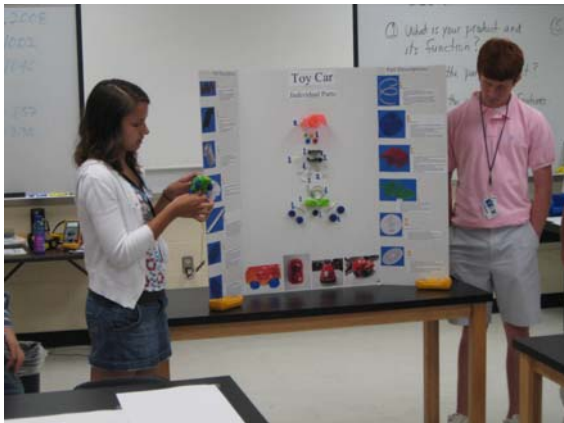
Introduction to Engineering Design

## Specialization Courses:

Aerospace Engineering  
Biotechnical Engineering  
Civil Engineering and Architecture  
Computer Integrated Manufacturing  
Digital Electronics  
Principles of Engineering

## Capstone Course:

Engineering Design and Development



For more information contact:

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## PRE-ENGINEERING

The Pre-Engineering Program is a sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. Those students not intending to pursue further formal engineering education will also benefit from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum.

### AEROSPACE ENGINEERING

The major focus of the Aerospace Engineering course is to expose students to the world of aeronautics, flight, and related engineering. Students will employ engineering and scientific concepts in the solution of aerospace problems. Lessons will engage students in engineering problems related to aerospace information systems, astronautics, rocketry, propulsion, space science, principles of aeronautics, structures and materials, and systems engineering. Students will work individually and in teams on projects and activities to learn the diverse characteristics of aerospace engineering. They will focus on problem solving related to situations that aerospace engineers face in their careers. Students will document their projects and communicate their solutions to their peers and members of the professional community.

**Prerequisite:** B average or higher in Algebra 1, Geometry and Physical Science  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 10, 11, and 12      605600HW      1 unit

### BIOTECHNICAL ENGINEERING

This course includes units from many diverse fields of biotechnology. Students in this course will apply biological and engineering concepts to design materials and processes that directly measure, repair, improve, and extend living systems. Students are engaged in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, forensics, bioprocess engineering, and bio-ethics.

**Prerequisite:** B average or higher in Algebra 1 and Biology  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 10, 11, and 12      605700HW      1 unit

### CIVIL ENGINEERING AND ARCHITECTURE

Civil Engineering and Architecture is designed to help students understand the broad opportunities in these fields. Students will learn about topics related to civil and architectural design including architectural drawings, regulations, site planning, land surveying, landscape design, structural design, and foundation systems. Students will learn to use 3-D AutoDesk architectural software to produce design drawings and documents

for civil/architectural projects over the course of the semester.

**Prerequisite:** B average or higher in Algebra 1 and Physical Science  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 10, 11, and 12      605800HW      1 unit

### COMPUTER INTEGRATED MANUFACTURING

CIM is a course that applies the principles of computer integration, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction to Engineering Design and physical modeling skills attained in Principles of Engineering. Students will use computer-controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and see how this technology is used in an automated manufacturing environment. Students will evaluate their design solutions using various simulation techniques and make appropriate modifications before producing their prototypes.

**Prerequisite:** C average or higher in Principles of Engineering  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 10, 11, and 12      605301HW      1 unit

### DIGITAL ELECTRONICS

Digital Electronics is a course of study in applied digital logic. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and hundreds of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. Digital Electronics is an important course of study for a student exploring a career in engineering or engineering technology.

**Prerequisite:** B average or higher in Algebra 1 and Physical Science  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grades 10, 11, and 12      605200HW      1 unit

### ENGINEERING DESIGN AND DEVELOPMENT

In this course students will work in teams of two to four to design and construct the solution to engineering problems applying the principles developed in the preceding courses. Students will maintain a journal as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project to an outside review panel. The completed portfolio will be invaluable as students apply to college.

**Prerequisite:** B average or higher in three engineering electives, Algebra 2, or Engineering Design and Development teacher recommendation  
**Appropriate Grade Level**      **Course Number**      **Credit**  
Grade 12      605401HW  
(Early Bird)      1 unit

# NOTES

## INTRODUCTION TO ENGINEERING DESIGN

Introduction to Engineering Design is an introductory course that develops student problem solving skills with emphasis placed on the development of three-dimensional computer models. Students will learn a problem solving design process and how it is used to design products. A Computer-Aided Design System (CAD) will be used to create, analyze, and evaluate the designs. The techniques learned and equipment used is state of the art and currently being used by engineers throughout the United States.

**Prerequisite:** B average or higher in Algebra 1

<b>Appropriate Grade Level</b>	<b>Course Number</b>	<b>Credit</b>
Grades 9, 10, 11, and 12	605101HW	1 unit

## PRINCIPLES OF ENGINEERING

Principles of Engineering is a broad-based survey course designed to provide exposure to a variety of engineering topics and systems. Students' problem solving skills will be enhanced through application of the design process. Hands-on projects include design and construction of a mousetrap-powered vehicle, a computer controlled marble sorter, and a ping pong ball launcher. These projects provide "real world" applications of the engineering theory taught as part of the class. Topics include simple machines, mechanical systems, control systems, statics, strength of materials, thermodynamics, and kinematics.

**Prerequisite:** B average or higher in Physical Science and Geometry and C average or higher in Introduction to Engineering Design

<b>Appropriate Grade Level</b>	<b>Course Number</b>	<b>Credit</b>
Grades 10, 11, and 12	605001HW	1 unit



# Biomedical Sciences Program



## CAREERS THAT SAVE LIVES



Biomedical Sciences are booming. As Americans age and need more medical care, opportunities for people with expertise in human and animal life are unlimited.

Biomedical Sciences consists of dozens of careers, including:

- Biomedical Engineer
- Dentist
- Dietician
- Health Information Officer
- Medical Technologist
- Medical Technical Writer
- Nurse
- Paramedic
- Pharmaceutical Scientist
- Pharmacist
- Physician
- Radiologist
- Ultrasound Technician
- Veterinarian

Project Lead The Way Biomedical Sciences program is a high school program divided into four courses, each building upon the previous course. This dynamic program uses hands-on, real-world problems to engage and challenge students.

## BIOMEDICAL SCIENCES

The Biomedical Sciences Program will consist of a sequence of four courses: Principles of Biomedical Sciences, Human Body Systems, Medical Intervention, and Biomedical Innovation. The goal of the program is to provide rigorous and relevant curriculum that is project and problem-based in order to engage and prepare high school students for the post-secondary education and training necessary for success in the wide variety of career associated with the Biomedical Sciences.

### PRINCIPLES OF THE BIOMEDICAL SCIENCES

This course provides an introduction to the biomedical sciences through hands-on projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Key biological concepts including homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, fluid dynamics and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in subsequent courses.

**Prerequisite:** Algebra 1

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9 and 10	559800CW	1 unit

### HUMAN BODY SYSTEMS

The human body is a complex system requiring care and maintenance. This course will engage students in the study of basic human physiology, especially in relationship to human health. Students will use a variety of monitors to examine body systems (respiratory, circulatory, nervous, etc.) at rest and under stress, and observe the interactions between the various body systems. Students will use LabView® software to design and build systems to monitor body functions.

**Prerequisite:** Principles of the Biomedical Sciences

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	559801CW	1 unit

### MEDICAL INTERVENTION

Student projects investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. The course explores the design and development of various

medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature. Using 3D imaging, data acquisition software, and current scientific research, students design a product that can be used as a medical intervention.

**Prerequisite:** Successful completion of Principles of the Biomedical Sciences and Human Body Systems

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	558200CW	1 unit

### BIOMEDICAL INNOVATION

In this course students design and conduct experiments related to the diagnosis, treatment, and prevention of disease or illness. They apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or advisor from a university, hospital, physician's office or industry as they complete their work. Students are expected to present the results of their work to an adult audience, which may include representatives from the local healthcare or business community or the school's PLTW® partnership team.

**Prerequisite:** Successful completion of Principles of the Biomedical Sciences, Human Body Systems, and Medical Intervention courses.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	TBD	1 unit

## VISUAL AND PERFORMING ARTS

Quality arts education is an essential part of a complete education for all students and critical to their success in the 21<sup>st</sup> Century. The arts are central to the learning process. Children begin learning through scribbling, making up rhythmic sounds, moving and dancing, and playing creative games. An effective arts program builds on these early experiences and extends them through a curriculum that engages students in the comprehensive, sequential study of the arts. All courses are offered as electives.

### ART

#### FUNDAMENTALS OF VISUAL DESIGN (ART 1)

This is an introductory course and a prerequisite for all other art course offerings. The course content includes concentration in the major areas of critical analysis, creative expression and production, cultural heritage and aesthetic perception. Students will study the principles and elements of visual design through drawing, printmaking, painting, and commercial design. Major artists, periods, and styles will be studied. Criteria for

critically assessing a variety of products and making informed choices will be explored.

<u>Appropriate Grade Level</u> Grades 9, 10, 11, and 12	<u>Course Number</u> 350101CW	<u>Credit</u> 1 unit
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### TWO-DIMENSIONAL DESIGN I (2-D I)

This course is designed for students who desire greater competency in drawing, painting, printmaking, and graphic design.

**Prerequisite:** Fundamentals of Visual Design

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 350200CW	<u>Credit</u> 1 unit
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### THREE-DIMENSIONAL DESIGN I (3-D I)

This course is designed for students who are seriously interested in sculpture, ceramics/pottery, and contemporary crafts using various media and forming methods. Content of the course will include historical background.

**Prerequisite:** Fundamentals of Visual Design

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 350300CW	<u>Credit</u> 1 unit
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### TWO-DIMENSIONAL DESIGN II HONORS (2-D II H)

In this advanced studio art course, students produce in 2-D art forms: drawing, print-making, painting, and graphic design. This course will include individual critiques, written reports, a portfolio, participation in competitive exhibits, and an end-of-course show.

**Prerequisite:** Two-Dimensional Design I (2-D I)

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 459920HW	<u>Credit</u> 1 unit
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### THREE-DIMENSIONAL DESIGN II HONORS (3-D II H)

In this advanced studio art course, students produce ceramics and sculptures. This course will include individual critiques, written reports, a portfolio, participation in competitive exhibits, and an end-of-course show.

**Prerequisite:** Three-Dimensional Design I (3-D I)

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 459903HW	<u>Credit</u> 1 unit
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### PRE-AP ART HONORS (STUDIO ARTS HONORS)

This studio arts course is designed for advanced visual arts students who plan to take Advanced Placement Art in the spring term. Students are challenged to produce creative, sophisticated, and well-crafted art work of the quality required in the Breadth section of an Advanced Placement portfolio. Students are expected to register for an Advanced Placement Art course in the spring term.

**Prerequisite:** Two-Dimensional Design II Honors (2-D II H) or Three-Dimensional Design II Honors (3-D II H)

<u>Appropriate Grade Level</u> Grades 10, 11, and 12	<u>Course Number</u> 350401HW (Prepares for AP 2-D) 350402HW (Prepares for AP 3-D)	<u>Credit</u> 1 unit  1 unit
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### ADVANCED PLACEMENT ART (AP DRAWING PORTFOLIO, AP 2-D DESIGN PORTFOLIO AND AP 3-D DESIGN PORTFOLIO)

These courses are designed for the artistically advanced student wishing to receive college credit. The course content is specified by the Advanced Placement Course Description published by the College Entrance Examination Board. Each student must take the advanced placement examination for possible college credit. All three courses may be taught simultaneously based on enrollment.

**Prerequisite:** Two-Dimensional Design II Honors (2-D II H) or Three-Dimensional Design II Honors (3-D II H) with teacher recommendation or Pre-AP Art Honors

<u>Appropriate Grade Level</u> Grades 11 and 12	<u>Course Number</u> 357200AW (AP Drawing) 357401AW (AP 2-D) 357500AW (AP 3-D)	<u>Credit</u> 1 unit 1 unit 1 unit
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## BAND

### SYMPHONIC BAND

This course is for advanced students who have passed a rigorous audition and have demonstrated advanced technical skills. Master musicianship, technique, and performance related music theory skills will be emphasized. Students will perform music commensurate with grade level V – VI (on a music grading scale of I – VI). Students will also be eligible to participate in those activities within the band program that are considered co-curricular. Some activities will occur outside of the regular class period. Marching Band is required of all students in the band program.

**Prerequisite:** Audition

<u>Appropriate Grade Level</u> Grades 9, 10, 11, and 12	<u>Course Number</u> 353110HW (Embedded Yearlong)	<u>Credit</u> 1 unit
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### CONCERT BAND 1

This course is for somewhat advanced students who have passed a rigorous audition and have demonstrated advanced technical skills. Master musicianship, technique, and performance related music theory skills will be emphasized. Students will perform music commensurate with grade level IV – V (on a music grading scale of I – VI). Students will also be eligible to participate in those activities within the band program that are considered co-curricular. Some activities will occur outside of the regular class period. Marching Band is required of all students in the band program. All students must enroll in Concert Band 1 rehearsal. Ninth grade students in Concert Band 1 Rehearsal will receive ½ unit credit and must also enroll in Health/Arts for ½

unit credit. This health course meets the South Carolina health instruction requirement.

**Prerequisite:** Audition

**Appropriate**

<u>Grade Level</u>	<u>Course</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9 - 12	Concert Band 1	353100HW	1 unit
Grade 9	CB 1 Rehearsal	353001CH	½ unit
Grades 10 - 12	CB 1 Rehearsal	353001HW	1 unit

## CONCERT BAND 2

This course is for progressing students who have passed a rigorous audition and have demonstrated advanced technical skills. Master musicianship, technique, and performance related music theory skills will be emphasized. Students will perform music commensurate with grade level III – V (on a music grading scale of I – VI). Students will also be eligible to participate in those activities within the band program that are considered co-curricular. Some activities will occur outside of the regular class period. Marching Band is required of all students in the band program. All students must enroll in Concert Band 2 rehearsal. Ninth grade students in Concert Band 2 Rehearsal will receive ½ unit credit and must also enroll in Health/Arts for ½ unit credit. This health course meets the South Carolina health instruction requirement.

**Prerequisite:** Audition

**Appropriate**

<u>Grade Level</u>	<u>Course</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9 – 12	Concert Band 2	353200CW	1 unit
Grade 9	CB 2 Rehearsal	353002CH	½ unit
Grades 10 – 12	CB 2 Rehearsal	353002CW	1 unit

## CHAMBER WINDS

This course is for developing students who have passed a rigorous audition and have demonstrated advanced technical skills. Master musicianship, technique, and performance related music theory skills will be emphasized. Students will perform music commensurate with grade level III – IV (on a music grading scale of I – VI). Students will also be eligible to participate in those activities within the band program that are considered co-curricular. Some activities will occur outside of the regular class period. Marching Band is required of all students in the band program. All students must enroll in Concert Band 2 Rehearsal. Ninth grade students in Concert Band 2 Rehearsal will receive ½ unit credit and must also enroll in Health/Arts for ½ unit credit. This health course meets the South Carolina health instruction requirement.

**Prerequisite:** Audition

**Appropriate**

<u>Grade Level</u>	<u>Course</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9 – 12	Chamber Wds	355120CW	1 unit
Grade 9	Rehearsal	355122CH	½ unit
Grades 10 – 12	Rehearsal	355122CW	1 unit

## PERCUSSION ENSEMBLE

This course is designed for percussion students who have passed a rigorous audition and have demonstrated

advanced technical skills. Advanced musicianship, technique, and performance-related music theory skills will be emphasized. Students will be eligible to participate in Band activities which may be co-curricular and may occur after school hours. Marching Band participation is required. All students must enroll in Percussion Ensemble Rehearsal. Ninth grade students in Percussion Ensemble Rehearsal will receive ½ unit credit and must also enroll in Health/Arts for ½ unit credit. This health course meets the South Carolina health instruction requirement.

**Prerequisite:** Audition

**Appropriate**

<u>Grade Level</u>	<u>Course</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9 – 10	Percussion/Pit	459921CW	1 unit
Grades 11 – 12	Percussion/Pit	459921HW	1 unit
Grades 9 – 10	Percussion/Bat	459922CW	1 unit
Grades 11 – 12	Percussion/Bat	459922HW	1 unit
Grade 9	Rehearsal	459925CH	½ unit
Grades 10 – 12	Rehearsal	459925CW	1 unit
Grades 10 – 12	Rehearsal	459927HH (Embedded)	½ unit

## JAZZ BAND

The Jazz Ensemble provides an opportunity for students to take an active role in learning the basic concepts of the jazz style of music. Students will learn such basic concepts as Rock, Blues, Swing, and Latin. Students will work through jazz method books, study music theory, prepare full ensemble concerts, and learn basic techniques for improvisation. Students will also perform in several concerts. Participation in the rhythm section for non-Band members is by audition.

**Prerequisite:** Audition

**Appropriate Grade Level**

<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9 - 10	CP 453100CW (Embedded Yearlong)	1 unit
Grades 11 - 12	Honors 453100HW (Embedded Yearlong)	1 unit
Grades 9 - 12	CP 453100CH	½ unit

## STEEL DRUMS

This course is designed to expose students to the history and culture of steel drums through music. Students will play classical, calypso, soca and reggae styles. Prior musical training is helpful but not required. This class is open to students who have not received a Fine Arts credit and is limited to 15 students. This class will be offered in the spring only during fourth block.

**Prerequisite:** Interview with Director

**Appropriate Grade Level**

<u>Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	CP 459924CW	1 unit

## CHORUS

### CONCERT CHOIR

This course is the first in the sequence of choral classes. Students will learn standard choral repertoire. Emphasis is placed on large ensemble singing skills, music reading skills, and an understanding of a wide variety of music.

All students enrolled in Concert Choir must enroll in Concert Choir Rehearsal. Ninth graders in Concert Choir Rehearsal will receive ½ unit credit and must be concurrently enrolled in Health/Arts for ½ unit credit. This health course meets the South Carolina health instruction requirement.

**Prerequisite:** Recommendation from a former choral teacher and audition with choral director

<u>Appropriate Grade Level</u>	<u>Course</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9 – 12	CC 1	354100CW	1 unit
Grade 9	CC 1 Rehearsal	354001CH	½ unit
Grades 10 – 12	CC 1 Rehearsal	354001CW	1 unit
Grades 10 – 12	CC 2 – 4	354200CW	1 unit
Grades 10 – 12	CC 2 – 4 Reh	354002CW	1 unit

### LADIES' HONORS CHOIR

This is a single gender honors level chorus and placement is by the director. To be considered for membership, students must demonstrate superb musicianship and music reading skills. Students will sing very advanced music in a variety of styles and languages. Members must be available for rehearsals and performances after the regular school day. This choir will perform with the concert choir, honors choir, and by themselves several times during the year. All honors students must audition for All State Chorus or participate in the Solo Ensemble Festival.

**Prerequisite:** Audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	354121HW (Embedded Yearlong)	1 unit

### SHOW CHOIR

This is a musically advanced honors level chorus and placement is by the director. To be considered for membership, students must demonstrate superb musicianship and music reading skills. Students will sing very advanced music in a variety of styles and languages. Members must be available for rehearsals and performances after the regular school day. This choir will perform with the concert choir, honors choir, and by themselves several times during the year. All honors students must audition for All State Chorus or participate in the Solo Ensemble Festival. An equal number of males and females will be placed in the ensemble, and choreography will be incorporated into the curriculum.

**Prerequisite:** Audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	354110HW (Embedded Yearlong)	1 unit

### WANDO SINGERS

This honors level choir is for advanced students and placement is by the director. Refined musicianship and sight reading skills are requirements for membership. Emphasis is placed on small ensemble singing skills, advanced music reading skills, and solo performances.

This choir will perform with the concert choir, honors choir, and by themselves several times during the year. All honors students must audition for All State Chorus or participate in the Solo Ensemble Festival. The Wando Singers meet for one block in the fall and one block in the spring for rehearsal. The Wando Singers serve as the chorus for the school musical which will require many after school rehearsals.

**Prerequisite:** Audition

<u>Appropriate Grade Level</u>	<u>Course</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10 – 12	Wando Singers Rehearsal	354211HW 354022HW	1 unit 1 unit

## DANCE

### INTRODUCTION TO DANCE

This is an introductory class in dance and movement. No previous dance experience is necessary. Beginning ballet and other modern dance will be studied along with shag, swing, and waltz. There is not a performance requirement for this introductory class. Grades will be determined by class participation as well as class projects and tests. Students will be required to dance every day and will be required to dress out as necessary. Students who wish to skip the Introduction to Dance class and go directly into Dance 1 must audition for placement.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	450101CW	1 unit

### DANCE 1 – TECHNIQUE

This class focuses on technique and students will study ballet, modern, jazz, and history. Students will be required to dress out and participate every day. A dance recital at the end of the semester will be required. Dance students are graded on performance, class participation, tests, and projects. All students who wish to take Dance 2 must complete Dance 1. Students who wish to skip the Introduction to Dance class and go directly into Dance 1 must audition for placement.

**Prerequisite:** Introduction to Dance and audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	450110CW	1 unit

### DANCE 2 – CHOREOGRAPHY

Students in Dance 2 will study ballet, modern, jazz, and history. Students will also study improvisation and choreography. Students will be required to dress out, participate every day, and keep a journal. The focus of this class is for students to learn how to create and perform their own movements. Students will be required to perform in a dance recital at the end of the semester in which their work will be demonstrated. Dance students are graded on performance, class participation, choreography projects, and tests.

**Prerequisite:** Dance 1 and audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	450201CW	1 unit

### DANCE 3

This honors course concentrates on the intermediate dance techniques necessary to perform ballet and modern dance. Students will study dance vocabulary and terminology, body positions, movement directions, and levels and energy. Students will be required to participate in three performances and attend one professional dance performance. The students will study a variety of dances and will be required to demonstrate proficiency through an end-of-semester dance performance in a formal setting.

**Prerequisite:** Audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	450301HW	1 unit

### DANCE 4

This honors course concentrates on advanced dance techniques necessary to perform ballet and modern dance techniques. Students will study dance vocabulary and terminology, body positions, movement directions, and levels and energy. Students will be required to participate in three performances and attend one professional dance performance. The students will study a variety of dances and will be required to demonstrate proficiency through an end-of-semester dance performance in a formal concert setting.

**Prerequisite:** Audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	450400HW	1 unit

## DRAMA

### DRAMA 1 – INTRODUCTION TO THEATER

This introductory course is designed to expose students to the process of creating theatre. Students explore acting techniques such as voice projection and movement, dramatic literature, marketing, set design and costumes. The course concludes with a showcase production that allows students to apply the skills and knowledge obtained throughout the course.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	452100CW	1 unit

### DRAMA 2 – ACTING

This course is for students who are interested in developing their acting or production skills. Students who have experience in community, school, or church theatre, have completed Drama 1 or are interested in being an active part of the Wando Theatre Department should audition for placement into Drama 2. The course will review basic acting skills and explore scene writing, advance acting, and production jobs.

**Prerequisite:** Drama 1 or audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	452200CW	1 unit

### DRAMA 3

This course is for somewhat advanced students who have demonstrated mastery of basic acting and technical skills. Advanced acting, theatre history, and production will be emphasized.

**Prerequisite:** Drama 1 or Drama 2

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	452300CW	1 unit

### DRAMA 3 HONORS

This honors level course is for somewhat advanced students who have passed a rigorous audition and plan to take Drama 4. Advanced acting, theatre history, and production will be emphasized. Students will be expected to participate as performers and crew members in co-curricular theatre activities such as plays, competitions, and Theatre club. Costs associated with trips and competitions will be the responsibility of the student but fundraising opportunities will be provided.

**Prerequisite:** Drama 1 or Drama 2, and audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	452300HW (Embedded Yearlong)	1 unit

### DRAMA 4 HONORS

This honors level course is for advanced students who have passed a rigorous audition and demonstrated advanced acting and technical skills. Advanced acting, theatre history, and production will be emphasized. Drama 4 students will complete a thesis project in a theatre discipline of their choosing, such as directing, designing, or playwriting. Students will be expected to take leadership roles in co-curricular theatre activities such as plays, competitions, and Theatre Club. Costs associated with trips and competitions will be the responsibility of the student but fundraising opportunities will be provided.

**Prerequisite:** Drama 3 and audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11, and 12	452400HW (Embedded Yearlong)	1 unit

### STAGE TECHNOLOGY 1

Stage Technology 1 introduces students to the equipment and principles used in creating performances. Students will learn both the theory and practical application of theater technology, including the basics of sound and lighting equipment and scenic design.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	459989CH (Embedded One Term)	½ unit
	459990CH (Quarter Course)	½ unit

## STAGE TECHNOLOGY 2

This course is a continuation of Stage Technology 1 and is designed for students interested in working backstage on music and theater productions. Students will learn more advanced use of lighting and sound equipment, including the state-of-the-art equipment found in the Wando High School Performing Arts Center. Qualified students will provide technical support for Performing Arts Center events.

**Prerequisite:** Stage Technology 1 or teacher recommendation

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	459991CH (Embedded One Term) 459992CH (Quarter Course)	½ unit  ½ unit

## ORCHESTRA

### CONCERT ORCHESTRA – STRINGS

This course is designed for students who have participated in orchestra in middle school or the previous year in high school. Students continue a sequential development of skills necessary to become proficient on a musical instrument. Students will perform music commensurate with grade level (grades IV – V). Students will learn orchestral repertoire and will develop an understanding of the concepts of music and the cultural heritage of the music studied. Emphasis will be placed on the development of good tone, accurate pitch, growth in music reading and an understanding of a wide variety of music. All students are required to perform in all concerts and public performances. All students must enroll in Concert Orchestra Rehearsal. Ninth graders in Concert Orchestra Rehearsal will receive ½ unit credit and must also enroll in Health/Arts for ½ unit credit. This health course meets the South Carolina health instruction requirement.

**Prerequisite:** Participation in previous year's program or audition

<u>Appropriate Grade Level</u>	<u>Course</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9 – 12	Concert Orchestra	355100CW	1 unit
Grade 9	Rehearsal	355001CH	½ unit
Grades 10 – 12	Rehearsal	355001CW	1 unit

### CHAMBER ORCHESTRA

This course is designed for advanced students who have passed an audition and have demonstrated advanced technical skills. The course is organized so that students will learn music at the advanced high school level (IV – VI). Students will develop an understanding of the concepts of music and the cultural heritage of the music studied as well as music theory skills. All students are required to perform in all concerts and public performances.

**Prerequisite:** Audition

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	355110HW (Embedded Yearlong 3-C)	1 unit

## OTHER FINE ARTS

### GUITAR 1

Guitar 1 is a performing arts class where the emphasis is on learning how to play the guitar. Students will study the many styles and techniques that are found in guitar playing. They will learn how to read music notation, guitar tablature, play chords, accompany other musicians, as well as improvise. Students will apply music theory and learn the history of the guitar, its significance in the music world, and how the instrument is featured in many of the cultures of the world. Students will study song writing and recording components and perform in small ensembles. Students are responsible for purchasing or renting their own acoustic guitar. Guitars must be taken home and brought back to school each day. At home practice is required for the course.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	459979CW	1 unit

### MUSIC THEORY HONORS

This course introduces the basic compositional concepts of tonal music. Topics include scales and key signatures, rhythm, intervals, chords, transposition, part writing, figured bass, harmonization and analysis of music from the common practice period. Students develop rhythmic and aural skills through sight-singing, ear-training and listening activities. Students must have formal music training through enrollment in chorus, band, string or private lessons, and be able to read music and match pitch with the voice.

**Prerequisite:** Recommendation of music teacher

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	357600HW	1 unit

### ADVANCED PLACEMENT MUSIC THEORY

This course is designed for musically advanced students who wish to develop knowledge of the principles of musical construction and notation. The course is designed to provide students with knowledge of fundamentals such as music notation, rhythm, scales, intervals and choral constructions with keyboard experience as it relates to the study of these fundamentals. Ear training to include melodic and rhythmic dictation will be developed. Students will create simple compositions to be performed in class. The course content is specified by the Advanced Placement Course Description published by the College Entrance Examination Board. Each student must take the advanced placement examination for possible college credit.

**Prerequisite:** Successful completion of Music Theory Honors with a B average or above or teacher approval

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	357600AW	1 unit

## OTHER ELECTIVES

### ACADEMIC LEARNING LAB

This course is offered to ninth and tenth grade repeaters and eleventh and twelfth graders who have not met the requirements to pass the Mathematics, Reading and/or Writing sections of the South Carolina Exit Examination. Emphasis is placed on mastering basic mathematics, reading, and writing skills. Instruction is based on the individual student's needs. Teachers will utilize a variety of instructional methods including small group instruction, individual instruction, diagnostic/prescriptive teaching and computer-assisted instruction. Students will be selected based on PACT and HSAP scores.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	309903CW (Language Arts)	1 unit
	309902CW (Mathematics)	1 unit

### DRIVER EDUCATION

The various phases of this course include a total of 30 hours in the classroom, 12 hours in the simulator, 3 hours behind the wheel driving, and 6 hours of observation in the car. These different phases combine to give each student a knowledge of basic traffic laws, an understanding of how laws of nature relate to driving, the basic driving skills in various driving situations, and the development of good judgment in making decisions while driving.

**Prerequisite:** Must be 15 years of age before the beginning of the school semester. A South Carolina driver's permit is not required.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 10	370100CH	½ unit

### ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)/ENGLISH PREPARATION

This elective course is designed to assist non-English speaking students in their transition to regular high school classes.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 9, 10, 11, and 12	379950CW	1 unit

### FRESHMAN FOCUS

This course is designed to assist ninth graders with the transition from middle school to high school. Course content will include life skills, study skills, career exploration, character education, and organizational skills. Students enrolled in this course must be concurrently enrolled in Personal Health and Wellness for ½ unit credit.

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grade 9	379961CH	½ unit
	379962CH (Gifted and Talented)	½ unit

### INTERNSHIP 1

This program allows students to receive school credit for work on a job site that is related to their career interest and academic classes. Students have the opportunity for meaningful hands-on learning experiences that help them see the connection between school and work. Work experience may be paid or unpaid. Students must initiate their own job interviews and have their own transportation.

**Prerequisite:** Internship Coordinator approval and must be 16 years old

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	379980CW	1 unit
	379980CH	½ unit

### INTERNSHIP 2

This course provides students the opportunity to study an occupational program directly related to his/her career interest area and academic classes. Students must have their own transportation. Work experience may be paid or unpaid.

**Prerequisite:** Completion of Internship 1 and Internship Coordinator approval

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 11 and 12	379990CW	1 unit
	379990CH	½ unit

### LEADERSHIP SKILLS DEVELOPMENT

This course is designed to develop leadership skills to inspire students to become leaders in their school, community, and personal lives. This course is especially designed for Student Council members and those students who hold leadership positions in the school. Students will become familiar with the skills and traits necessary for effective leadership. Topics covered will include time management, organizational skills, communication skills, goal setting, team building and others aspects of leadership.

**Prerequisite:** Teacher recommendation

<u>Appropriate Grade Level</u>	<u>Course Number</u>	<u>Credit</u>
Grades 10, 11, and 12	379985CW	1 unit
	(Embedded Yearlong)	
	379985CH	½ unit
	(Embedded One Term)	

### SERVICE LEARNING

This course gives students an opportunity to develop leadership skills by addressing community needs through volunteer service. Each student selects a local community-based service project and volunteer work experiences take place during the class meeting time. The course also includes background readings about community service and presentations by local community service providers. Students maintain a daily log of class experiences and write a substantive paper on an aspect of community service. Service-learning activities should model guidelines developed by the National and Community Service Trust Act (NACSTA) covering the four stages of preparation, action, reflection, and celebration. Interested students should

get an application from the Guidance Office. Students must have their own transportation.

**Prerequisite:** Teacher recommendation, interview and application  
**Appropriate Grade Level** **Course Number** **Credit**  
Grades 11 and 12 379920CW 1 unit

### TEACHER CADET

This dual credit course is considered an introduction or orientation to the teaching profession. Its main purpose is to encourage students who possess a high level of academic achievement and the personality traits found in good teachers to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about schools even if they do not select teaching as their career choice.

Students are exposed to teaching careers and the educational system through class discussion, observations, participation in public school classrooms, and interactions with administrators and teachers. Students must be willing to spend time in area middle and elementary schools and may be required to provide their own transportation. Teacher Cadets are expected to be exemplary students and should have no major disciplinary referrals during the school year. Students who do not meet this high standard may be dropped from this class. There is a \$25 fee for supplies. The Citadel is the college sponsor for Wando High School and has waived the \$900 college fee.

**Prerequisite:** Teacher recommendation, interview, selection process, and overall B average  
**Appropriate Grade Level** **Course Number** **Credit**  
Grade 12 379986EW 1 unit  
3 hours college credit

### EXCEPTIONAL NEEDS EDUCATION

A goal of the Charleston County School District is to provide a free and appropriate education for all students with disabilities. A highly qualified staff works collaboratively to identify and provide appropriate accommodations, modifications and instructional strategies to support academic and social success in the general education classroom. Students with disabilities who attain the same competencies required of non-disabled students receive a State High School Diploma.

When a student's disabling condition, even with supplemental aids and services, prohibits him/her from earning a State High School Diploma, Wando High School offers a Charleston County School District Occupational Credential for Students with Disabilities.

### STATE HIGH SCHOOL DIPLOMA

Most students with disabilities follow the regular Charleston County School District curriculum and work toward a State High School Diploma earning a total of 24 Carnegie units and passing the South Carolina Exit Examination. Some students with disabilities are provided with appropriate modifications or accommodations to assist with meeting the requirements, i.e., pacing, differentiated methods, supplemental materials, and alternate assessment procedures.

### CCSD EMPLOYMENT OCCUPATIONAL CREDENTIAL FOR STUDENTS WITH DISABILITIES

The program emphasizes high expectations in order to prepare students to graduate with employability, self-advocacy, and basic academic skills that will enable them to meet the demands of the workplace. The CCSD Occupational Credential offers an exit avenue in which the school district and the community will work together to encourage students to become independent, productive, and fully participating members of the community.

Any Charleston County School District student with an IEP as defined by the Individuals with Education Act (IDEA) who is determined by the multidisciplinary team to be a candidate may pursue the CCSD Occupational Credential. Discipline records, attendance, and prerequisite skills will be reviewed to assist in the team's decision. Students pursuing the CCSD Occupational Credential for Students with Disabilities must earn 24 24 credits and meet a 70 percent proficiency requirement for all of the goals and objectives stated in the IEP.



## SMART START PROGRAM

### WANDO DUAL CREDIT COURSES

#### COURSE OFFERINGS

- Courses taken through dual enrollment will be included in the student's GPA/rank and weighted as Dual Credit/Advanced Placement (AP)/International Baccalaureate (IB) in accordance with the South Carolina Uniform Grading Scale.
- A three-hour credit college course transfers as one (1) high school unit of credit.
- Tuition, books, and any other college course fees shall be at the expense of the student or his/her parents or legal guardians.
  - ❑ Approximate cost of a three-hour course will be \$425.
  - ❑ Students who take a minimum of two courses (six hours) per semester will qualify for financial assistance through the Educational Lottery Fund.
  - ❑ Students who qualify for free or reduced lunch will qualify for financial assistance.
- A minimum of 15 students must register in order for the class to be taught at Wando.
- Students who wish to enroll in a Trident Technical College course taught at Wando must:
  - ❑ Complete an application packet and return it to the Guidance Office before they will be registered for the course. These application packets will be available during student registration.
  - ❑ At the completion of the course, sign a Trident Technical College Transcript Request Form and mail it to Trident Technical College in order for grades to be sent to any colleges to which you apply. Trident Technical College Transcript Request Forms are available in the Guidance Office.

**Note:** Students must have prior permission from the principal to enroll for dual credit and meet the requirements specified by the college.

#### **BIO 210: Anatomy and Physiology**

The first part of a two-semester sequence, this comprehensive transfer course is a lecture and laboratory study with model and specimen dissections of the integrated structure and function of the human body. Basic cellular chemistry and the integumentary, skeletal, muscular, nervous and endocrine systems are presented. Cytology and histology are emphasized.

**Prerequisite:** SAT: Critical Reading 480; ACT: English 19; COMPASS: Reading 86; or ASSET: Reading 45

**Credit:** College – 3 hours; High School – 1 unit

#### **BIO 211: Anatomy and Physiology II**

This course is a continuation of BIO 210 and includes the study of blood, heart, circulatory, lymphatic, respiratory, digestive, urinary and reproductive systems. Special senses, development, and inheritance also are presented.

**Prerequisite:** Successful completion of BIO 210 with a grade of C or higher

**Credit:** College – 3 hours; High School - 1 unit

#### **CRJ 101: Introduction to Criminal Justice**

This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice to include police organizations, court systems, correctional systems and juvenile agencies.

**Prerequisite:** SAT: Critical Reading 430; ACT: English 16; COMPASS: Reading 61; or ASSET: Reading 36

**Credit:** College – 3 hours; High School - 1 unit

#### **CRJ 115: Criminal Law I**

This course covers the development of criminal law in America. The basic elements of specific criminal offenses, criminal defenses, and various legal principles upon which criminal law is established are reviewed.

**Prerequisite:** SAT: Critical Reading 480; ACT: English 19; COMPASS: Reading 86; or ASSET: Reading 45

**Credit:** College – 3 hours; High School – 1 unit

#### **ECD 101: Introduction to Early Childhood**

This course gives an overview of growth and development, developmentally appropriate curriculum, positive guidance techniques, regulations, health, safety, and nutrition standards. Course content highlights the importance of professionalism, family cultural values and practical applications based on historical and theoretical models in early care and education.

**Prerequisite:** SAT: Critical Reading 430; ACT: English 16; COMPASS: Reading 61; or ASSET: Reading 36

**Credit:** College – 3 hours; High School - 1 unit

#### **ECD 102: Growth and Development I**

This course is an extensive study of philosophies and theories of growth and development of infants and toddlers. Focus is on total development of the child, with emphasis on physical, social, emotional,

cognitive, and nutritional areas. Developmental tasks and appropriate activities are explored in the course.

**Prerequisite:** Successful completion of ECD 101

**Credit:** College – 3 hours; High School - 1 unit

### **ECD 135: Health, Safety and Nutrition**

This course covers a review of health and safety practices recommended for child care and includes information on common diseases and health problems. Certification preparation is provided in pediatric safety, CPR, and First Aid. Guidelines and information on nutrition and developmentally appropriate activities also are studied in the course.

**Prerequisite:** Successful completion of ECD 101

**Credit:** College – 3 hours; High School - 1 unit

### **ECO 210: Macroeconomics**

This course covers the study of the fundamental principles and policies of a modern economy including 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. Successful completion of ECO 210 Macroeconomics and PSC 201/American Government fulfills the American Government/Economics requirement.

**Prerequisite:** SAT: Critical Reading 480/Math 440; ACT: English 19/Math 18; COMPASS: Reading 86/ELAG 48/ILAG 23; or ASSET: Reading 45/Algebra 45

**Credit:** College – 3 hours; High School - 1 unit

### **ENG 101: English Composition I**

This course is a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. It also reviews standard usage and presents basic research techniques. Successful completion of English 101 fulfills the English 4 requirement.

**Prerequisite:** SAT: Critical Reading 480; ACT: English 19  
COMPASS: Reading 86 and Writing 75 or ASSET:  
Reading 45 and Writing 45

**Credit:** College – 3 hours; High School - 1 unit

### **ENG 102: English Composition II**

This course includes the development of writing skills through local organization, effective style, literary analysis, research and an introduction to literary genres.

**Prerequisite:** ENG 101 with a grade of C or above

**Credit:** College – 3 hours; High School - 1 unit

### **HOS 140: The Hospitality Industry**

This course is a survey of the hospitality industry and the principles of operation of both lodging and food service industries. Students learn the range of alternative business options available in the industry from local, national and international perspectives.

**Prerequisite:** SAT: Critical Reading 480; ACT: English 19;  
COMPASS: Reading 86; or ASSET: Reading 45

**Credit:** College – 3 hours; High School – 1 unit

### **HOS 164: Travel and Tourism**

This course covers the history, development, concepts and principles of the travel and tourism industry. Students research case studies as well as local examples in how tourism affects the economy and society. Students also learn to interpret travel trends for business and application.

**Prerequisite:** SAT: Critical Reading 480; ACT: English 19;  
COMPASS: Reading 86; or ASSET: Reading 45

**Credit:** College – 3 hours; High School – 1 unit

### **MAT 120: Probability and Statistics**

This course includes introductory probability and statistics including organization of data, sample space concepts, random variables, counting problems, binomial and normal distributions, central limit theorem, confidence intervals and test of hypothesis for large and small samples, type I and type II errors, linear regression, and correlation.

**Prerequisite:** SAT: Critical Reading 480 and Mathematics 440; ACT: English 19, Mathematics 18;

COMPASS: Reading 86 and ALG 45 or ASSET:  
Reading 45, EALG 48 and IALG 23

**Credit:** College – 3 hours; High School - 1 unit

### **PSC 201: American Government**

This course is a study of national governmental institutions with emphasis on The Constitution; the functions of the executive, legislative, and judicial branches; civil liberties; and the role of the electorate. Successful completion of PSC 201/American Government and ECO 210 Macroeconomics fulfills the United States Government/Economics requirement.

**Prerequisite:** SAT: Critical Reading 480; ACT: English 19;  
COMPASS: Reading 86; or ASSET: Reading 45

**Credit:** College – 3 hours; High School – 1 unit

### **PSY 201: General Psychology**

This course includes the basic theories and concepts in the science of behavior, scientific method, biological basis for behavior, perception, motivation, learning, memory, development, personality and abnormal behavior.

**Prerequisite:** SAT: Critical Reading 480; ACT: English 19;  
COMPASS: Reading 86; or ASSET: Reading 45

**Credit:** College – 3 hours; High School – 1 unit

### **PSY 203: Human Growth and Development**

This course is a chronological study of the physical, cognitive, and emotional factors affecting human growth, development, and potential across the lifespan.

**Prerequisite:** SAT: Critical Reading 480; ACT: English 19;  
COMPASS: Reading 86; or ASSET: Reading 45

**Credit:** College – 3 hours; High School – 1 unit

### **SPC 205: Public Speaking**

This course introduces the principles of public speaking with the application of speaking skills in varied communication situations. Emphasis is placed on content and organization in the development and delivery of oral messages.

**Prerequisite:** SAT: Critical Reading 480; ACT: English 19;  
COMPASS: Reading 86 and Writing 75; or ASSET:  
Reading 45 and Writing 45

**Credit:** College – 3 hours; High School – 1 unit

**Note:** South Carolina public two and four year colleges and universities have a list of courses that are transferable within the state public college system. Students should verify the course they choose is a part of their college major or can be counted as an elective credit. Some courses may count towards degrees at Trident Technical College but not be transferable to all South Carolina public and private colleges and universities or out-of-state colleges and universities. Students should check with the college they plan to attend to see if the courses will be accepted for college credit. Students needing assistance with this may contact the Trident Technical College Office of High School Program at 574-6312.

## Appendix A

### High School Transfer Credits Procedure

Transfer Course Description	Action
1. Course is from a South Carolina public school (including innovative/pilot courses approved for that school)	<ul style="list-style-type: none"> <li>• Transfer as documented, including grade weight (e.g., honors, AP, IB)</li> </ul>
2. Course is from an accredited private or out-of-state public school, approximates a CCSD course description and is eligible for honors weight	<ul style="list-style-type: none"> <li>• Assign Power School number for approximate course</li> <li>• Assign weight as documented on sending transcript</li> </ul>
3. Course is from an accredited private or out-of-state public school and approximates a CCSD course description but is NOT eligible for honors weight (e.g., French 1, Algebra 1)	<ul style="list-style-type: none"> <li>• Assign Power School number for approximate course</li> <li>• Do <u>not</u> award honors weight</li> </ul>
4. Course is from an accredited private or out-of-state public school but does NOT approximate a CCSD course description (e.g., religion, Texas history)	<ul style="list-style-type: none"> <li>• Assign appropriate Power School number as an elective course</li> <li>• Do <u>not</u> award honors weight</li> </ul>
5. Course is from a non-accredited school or home schooled without the benefit of an accredited organization	<ul style="list-style-type: none"> <li>• At the school's discretion, school officials may review the syllabus, text, and student work and/or administer the final exam for the CCSD comparable course to determine whether or not credit will be awarded</li> <li>• Do <u>not</u> award honors weight</li> </ul>

## APPENDIX B

### Grade Point Conversion Chart

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

## APPENDIX C

### South Carolina Scholarship and Grant Programs

This is a brief overview of the State Scholarships and Grants programs. The information provided is from the South Carolina Commission on Higher Education and is based on the Commission's interpretation of the South Carolina Education Lottery Act. SCCHE information may be changed or updated without notice. Changes may also occur anytime during the legislative process. Although SCCHE attempts to provide up-to-date information on their website ([www.che.sc.gov](http://www.che.sc.gov)), please seek confirmation of information from the appropriate SCCHE office prior to any action taken.

	Palmetto Fellows Scholarship	LIFE Scholarship	S. C. HOPE Scholarship	S. C. Needs-Based Grant	Lottery Tuition Assistance
<b>Initial Eligibility</b>	<p>Minimum 3.5 cumulative GPA based on S. C. Uniform Grading Scale</p> <p>Rank in top 6% of class at end of sophomore, junior, or senior year</p> <p>Minimum score of 1200 SAT/27 ACT</p> <p style="text-align: center;"><b>OR</b></p> <p>Minimum 4.0 cumulative GPA based on S. C. Uniform Grading Scale</p> <p>Minimum Score of 1400 SAT/32 ACT</p> <p>Rank requirement waived</p>	<p>Four Year Institution</p> <p>Must have 2 of 3:</p> <p>Minimum of 3.0 on S. C. Uniform Grading Scale</p> <p>Rank in top 30% of high school graduation class</p> <p>Minimum Score of 1100 SAT/24 ACT</p> <p style="text-align: center;"><b>OR</b></p> <p>Minimum 3.0 cumulative GPA based on S. C. Uniform Grading Scale at two-year institution</p> <p>Test score and rank are waived</p>	<p>Minimum 3.0 cumulative GPA based on the S. C. Uniform Grading Scale</p> <p>No minimum test score and rank required</p> <p>For students who do not qualify for the LIFE or Palmetto Fellows Program but graduate from high school with at least a B average</p>	<p>No minimum GPA</p> <p>Students must complete Free Application for Federal Student Aid (FAFSA)</p>	<p>No minimum GPA</p> <p>Students must complete Free Application for Federal Student Aid (FAFSA)</p>
<b>Award Amount</b>	<p>Up to \$6,700 toward the cost of attendance at eligible four-year institutions freshman year</p> <p>Up to \$7,500 for sophomore, junior, and senior years</p>	<p>Up to \$5,000 (includes \$300 book stipend) towards the cost of attendance at eligible four-year institutions</p> <p style="text-align: center;"><b>OR</b></p> <p>Up to the cost of attendance at eligible two-year institutions plus \$300 book stipend</p>	<p>\$2,800 (includes \$300 book stipend) towards the cost of attendance at eligible four-year institutions</p>	<p>Up to \$2,500 for full time students and \$1,250 for part-time students towards the cost of attendance at eligible four-year institutions</p>	<p>Up to cost of tuition</p>
<b>Renewal Criteria</b>	<p>Minimum 3.0 cumulative GPA and 30 credit hours for graduation purposes each academic year</p>	<p>Minimum 3.0 LIFE GPA and an average 30 credit hours each academic year based on initial college enrollment</p>	<p>This scholarship if for the <b>first year</b> of attendance at a four-year institution only.</p>	<p>Fill out FAFSA and minimum 2.0 cumulative GPA and 24 credit hours each academic year if full time and 12 hours if part-time</p>	<p>Fill out FAFSA and satisfactory academic progress</p>
<b>Term Limit</b>	<p>Eight consecutive terms toward first bachelor's degree</p>	<p>Two consecutive terms for a certificate or diploma, Four consecutive terms for an associate's degree, and Eight consecutive terms for first bachelor's degree</p>	<p>Up to two consecutive terms of funding</p>	<p>Eight consecutive terms toward bachelor's degree</p>	

# Appendix D

## 2010-2011 Wando High School Curriculum Framework: Grades 10 – 12

<b>School of Arts and Humanities</b>	<b>School of Business and Information Systems</b>	<b>School of Mathematics, Science, and Engineering</b>	<b>School of Health, Human and Public Services</b>
<b>Arts and Communications Cluster</b> Advanced Placement Arts and Architecture Digital Art and Design English Fashion Design and Apparel Construction Journalism and Mass Communication Modern and Classical Languages Performing Arts Visual Arts  <b>Education and Training Cluster</b> Teaching and Training	<b>Business, Management, and Administration Cluster</b> Business Information Management General Management Operations Management  <b>Finance Cluster</b> Accounting  <b>Hospitality and Tourism Cluster</b> Culinary Arts Hospitality Management and Operations  <b>Information Technology Cluster</b> Information Support and Services Web and Digital Communications Networking Systems Programming and Software Development  <b>Marketing, Sales, and Service Cluster</b> Marketing Communications Marketing Management	<b>Agriculture, Food, and Natural Resources Cluster</b> Ecology Horticulture  <b>Science, Technology, Engineering, and Mathematics Cluster</b> Computer Science Engineering Mathematics Science  <b>Transportation, Distribution, and Logistics Cluster</b> Logistics, Planning, and Management	<b>Government and Public Administration Cluster</b> Military Leadership Public Service and Administration  <b>Health Science Cluster</b> Biomedical Science Biotechnology, Medical Science and Research Health Science  <b>Human Services Cluster</b> Early Care and Education  <b>Law, Public Safety, and Security Cluster</b> Law and Legal Services Emergency and Fire Management Services (future offering) Public Safety and Security (future offering)



# INDIVIDUAL GRADUATION PLAN (IGP) WORKSHEET

Name: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Clusters: \_\_\_\_\_

Student Choice

Indicated by Assessment

**SCHOOLS OF STUDY:**

\_\_\_\_\_ Arts and Humanities

\_\_\_\_\_ Business and Information Systems

\_\_\_\_\_ Math, Science and Engineering

\_\_\_\_\_ Health, Human and Public Services

Majors: \_\_\_\_\_  
 Declare Only  Intend to Complete

\_\_\_\_\_   
 Declare Only  Intend to Complete

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

Course	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<b>English:</b> 4 units required	<b>English 1</b>	<b>English 2</b>	<b>English 3</b>	<b>English 4</b>
<b>Math:</b> 4 units required				
<b>Science:</b> 3 units required (3 lab science units required for 4 year colleges)	<b>Physical Science</b>			
<b>Social Studies:</b> 3 units required (1 social studies elective; US History; Government/Economics)			<b>U. S. History</b>	<b>Government/ Economics</b>
<b>Physical Education or JROTC:</b> 1 unit required				
<b>Health:</b> .5 unit required				
<b>Computer Science:</b> 1 unit required (including Keyboarding)				
<b>Foreign Language or Career Technology:</b> 1 unit required				
<b>Electives</b> (Language arts, mathematics, science, social studies, visual and performing arts, foreign language, career and technology, physical education, etc.)				

Required Courses for Major (Four Credits Required)	COMPLEMENTARY COURSEWORK
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date



