



**Blythewood High School  
Curriculum Guide  
School Year: 2016-2017**

# Blythewood High School

## 2016-2017

### Registration Guide

*Blythewood High School  
10901 Wilson Boulevard  
P. O. Box 969  
Blythewood, SC 29016  
Phone: (803) 691-4090  
Fax: (803) 691-4097*

#### **Blythewood High School Mission Statement**

Blythewood High School provides engaging educational opportunities through a rigorous curriculum, innovative technology, and involvement in our diverse community to produce responsible citizens who contribute to the present and excel in the future.

#### **Richland School District Two Comprehensive Developmental School Counseling Mission Statement**

Richland School District Two outlines for each student, grades PK-12, the personal, social, career, and educational knowledge and skills that support a rewarding and productive life in an ever-changing world. The comprehensive guidance program framework of Richland School District Two provides standards and strategies for each school in the district to follow in developing and implementing a Comprehensive Developmental School Program.

#### **Leadership Team**

Dr. Brenda Hafner, Principal  
Mrs. Jenniferr Cain, Assistant Principal  
Mr. David Coyne, Assistant Principal  
Mrs. Joanta Hawkins, Assistant Principal

Mr. Matt Sherman, Assistant Principal  
Mr. Cedric McKnight, Assistant Administrator

Mr. Fletcher Spigner, Student Activities Director

Mr. Vince Lowry, Athletic Director

#### **Guidance Department**

Ms. Sharlene Drakeford, *Director of School Counseling*  
Mr. Ryan Brooks, House 2 Counselor  
Ms. Felicia Hawkins-Daniels, House 3 Counselor  
Mrs. Xyreese Trapp, House 4 Counselor  
Mrs. Pam Polson, Career Development Facilitator  
Mrs. Karen Ruff, Career Development Facilitator  
Mrs. Kim Mudger, College Information Specialist

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## **INTRODUCTION**

Blythewood High School is organized into smaller learning communities or houses to allow more personalization. The philosophy of Blythewood High School is based on *Breaking Ranks II, Strategies for Leading High School Reform* published in 2004 by the National Association of Secondary School Principals. Blythewood High School is also a High Schools That Works site. The goal of Blythewood High is to prepare students for careers in the new millennium. As Ted Sizer states in the foreword of *Breaking Ranks II*, “Good enough for yesterday will not serve as good enough for tomorrow – in every community, rich and poor, across the country.”

Blythewood High School is organized into four smaller learning communities. All students are randomly assigned to a smaller learning community, or house, for the duration of their high school experience. Houses are designed to ensure the academic success of all students and to ensure that all students feel connected to Blythewood High School and the surrounding community. Each house includes a leadership team consisting of an assistant principal, a lead teacher, and a guidance counselor.

According to Richland School District Two's High School Initiatives 2000+ goals, each high school in the district provides a mandatory freshman mentoring program to help students acclimate to high school. Each of the houses at Blythewood High School will provide activities and programs to freshmen class meetings, mentors, and/or involvement in service learning.

## **CURRICULUM FRAMEWORK**

To provide a curriculum that is challenging and relevant Blythewood High School organizes curriculum around clusters of studies. This comprehensive curriculum framework includes the following elements: Cluster of Study, Majors, and Individual Graduation Plan. The framework is patterned from the “Pathways to Success” series published by the South Carolina State Department of Education. Clusters and majors are aligned with the recommendations found in the guides.

Clusters of studies are broad, educational pathways that allow students to smoothly transition from high school to post secondary education, military and/or into the workplace. Clusters of study provide information and experiences that helps students learn, develop and explore their career interests as they make educational choices.

Each cluster of study has several majors. A major consists of at least four required units of study in a specific area. A major is designed to focus on an area of interest that motivates them to stay in school, to be better prepared for post-secondary choices and/or the workplace, and to make a smooth transition to post-secondary education and/or the workplace.

## Graduation Requirements

*To receive a high school diploma students must complete 24 Carnegie Units (see below), pass all three sections of the High School Assessment Program Exam (HSAP), and demonstrate proficiency in computer literacy*

Subject	SC Diploma Requirements	Subject	SC Four Year Public College Requirement
English/Language Arts	4	English	4
Mathematics	4	Mathematics	4
Natural Science *	3	Science (3 Lab Sciences)	3
U.S. History and Constitution	1	U.S. History	
Economics	.5	Economics	1
U.S. Government	.5	Government	.5
Other Social Studies	1	Social Studies	.5
Physical Education or JROTC	1	Physical Education or JROTC	1
Foreign Language or Career & Technology Ed **	1	Foreign Language***	2
Electives	6.5	Fine Arts	1
Health (district)	.5	Academic Electives	1
Computer Science	1		

\*One science course must include an end-of-course test given by the state which counts as 20% of the final grade.

\*\*For students in a college preparatory program, one unit must be earned in a foreign language (Most four-year colleges and universities require at least two units of the same foreign language). For students in a Tech Prep program, one unit must be earned in career and technology education.

\*\*\* Public Colleges in SC require 2 Foreign Language credits (Clemson and the College of Charleston require 3credits)

**External Course Credit Statement:** The South Carolina State Department of Education requires that student receive permission from the principal of the school they are attending prior to starting any correspondence or virtual/online course offered by another institution. Credit will not be awarded to students if permission is not granted by the principal prior to the start of the course.

**End of Course (EOCT) State Exams** will be administered as prescribed by the State Department of Education and will count 20% of the final grade for English 1, Algebra 1/Algebra Part II, US History and Biology 1.

### Career Clusters and Majors

**INDIVIDUAL GRADUATION PLAN (IGP)** consists of the state high school graduation requirements and/or college entrance requirements with course recommendations for successful completion of a major that aligns to post-secondary education and the workplace. An IGP is designed to assist students and their parents in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. The IGP is part of the career planner. It builds on the coursework, assessments, and counseling. Students are never locked into a specific cluster or major. Students can change majors if their professional interests change. Students can use the curriculum framework, with its clusters of study and majors, and career assessment information in making these decisions.

Blythewood High School's curriculum and school career counseling are organized around career clusters to prepare students to meet the demands of post secondary education and expectations of employers. Choosing a cluster of study and a major requires students to assess interests and skills, and select coursework to achieve academic and professional goals. Ninth grade students should select a cluster of study with the goal of determining a major by the end of the 10<sup>th</sup> grade. A major, which consists of completing four required units of study, determines and helps students focus their elective courses around a specific career path. The recommended curriculum is based on the "High Schools That Work" model and state and district graduation requirements. The core requirements for graduation include the following: Four English credits; four math credits including at least two of the following: Algebra I, Geometry or Algebra II.

## Career Clusters and Majors at Blythewood

### Agriculture, Food & Natural Resources

- ^Horticulture
- ^Plant & Animal Systems

### Architecture & Construction

- ^Building Construction

### Arts, A/V Technology & Communications

- ^Graphics Communications
- Journalism & Broadcasting
- Performing Arts
- Visual Arts
- World Languages

### Business, Management & Administration

- ^Business Information Management
- ^General Management
- ^Operations Management

### Education & Training

- Teaching and Training

### Finance

- ^Accounting

### Government & Public Administration

- Foreign Service
- Governance
- National Security

### Health Science

- ^Health Science

### Hospitality & Tourism

- ^Culinary Arts

### Information Technology Program

- ^Web & Digital Communications

### Marketing, Sales & Service

- ^Marketing Communications
- ^Marketing Management

### Science, Technology, Engineering & Math

- Mathematics
- ^Pre-Engineering & Technology (PLTW)
- Science

^Career and technology education majors will be recognized at graduation

### **WHAT IS THE PURPOSE OF CAREER CLUSTERS?**

1. Clusters serve to focus student learning and course selection.
2. Clusters help students see the relevance of their high school studies to their post high school plans.
3. Clusters encourage curriculum integration at the school level.
4. Clusters enhance articulation with post-secondary institutions.
5. Clusters help provide structure for the curriculum advisement process.

### **CAN STUDENTS CHANGE THEIR CLUSTER AND/OR MAJOR?**

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

### Individual Graduation Plan

**Cluster of Study:** Agriculture, Food and Natural Resources

**Major:** Horticulture

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environmental Studies Physics	Physics Physics Honors/AP Biology II/AP Chemistry II/ AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major*</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
Agricultural and Environmental Science <b>or</b> Agricultural and Biosystems Science Introduction to Horticulture Agricultural Mechanics and Technology <b>or</b> Biosystems Mechanics and Engineering Turf and Lawn Management Agricultural Food & Nat. Resources WBL Related Work Based Learning Experience	Biology II Honors/ AP Biology Chemistry II Honors/ AP Chemistry Business and Personal Finance Visual Arts Courses World Languages Anthropology	Shadowing Service Learning FFA Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Garden Center Employee	Landscape Technician	Landscape Architect

information in making these decisions.

### Individual Graduation Plan

**Cluster of Study:** Agriculture, Food and Natural Resources      **Major** Plant and Animal Systems

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Physics Anatomy & Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
Biosystems Mech. & Engineering Agricultural & Biosystems Science Agricultural Mechanics and Technology <b>or</b> Biosystems Mech & Engineering Agriculture Science and Technology <b>or</b> Agriculture & Biosystems Science Small Animal Care Equine Science Agriculture, Food and Natural Resources Work Based Credit	Biology II Honors/ AP Biology Chemistry II Honors/ AP Chemistry Marketing Courses Business & Personal Finance Anthropology Equine Science World Language	Work Based Learning Service Learning FFA Dual Credit Apprenticeship Project Engagement

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Landscape Installer Garden Center Employee Parks Maintenance Tech Pet Groomer	Lawn & Garden Center Manage Landscape Installation Business Owner Landscape Technician Greenhouse Operations Manager Golf Course Specialist Soil Tech Forestry Tech Veterinary Tech	Agriculture Extension Agent Landscape Architect Agriculture Business Manager Agriculture Economist Forester Wildlife Biologist/Con Officer Veterinarian

\* Course selection will depend on satisfying prerequisites.



### Individual Graduation Plan

**Cluster of Study:** Architecture and Construction      **Major:** Building Construction

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I	Geometry	Algebra II Pre-Cal Probability & Statistics	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics Environmental Studies	Biology II Honors/AP Chemistry II Honors/AP Physics Honors/AP Anatomy & Physiology
<b>Social Studies</b> Three Units	World Geography	World History	US History	Econ & Gov
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
Building Construction 1 Building Construction 2 Building Construction 3 Building Construction 4 Architecture & Construction WBL Agricultural Mechanics and Technology <b>or</b> Biosystems Mechanics Engineering Civil Engineering and Architecture	Entrepreneurship Art 1 Art 2D Art 3D Graphic Communications 1 Graphic Communications 2 Introduction to Engineering Design; World Language Biosystems Mechanics Engineering Civil Engineering & Architectures	Shadowing Service Learning Student Organizations Independent Study Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Carpenter Mason Electrician HVAC Mechanic Plumber Drywall Installer	Contractor Code Official Construction Foreman General Contractor/Builder Project Manager Safety Director	Project Estimator Construction Engineer Design Builder Construction Manager Civil Engineer Interior Design

\* Course selection will depend on satisfying prerequisites.

**Individual Graduation Plan**

**Cluster of Study:** Arts, A/V Technology & Communications

**Major:** Journalism and Broadcasting

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra 1, Part I Algebra I	Algebra I, Part II Geometry	Algebra I Pre-Calculus Probability & Stats	Probability & Stats Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Physics Anatomy & Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
Journalism 1, 2 and 3 Speech Drama 1 and 2 Creative Writing Broadcast Journalism	Digital Photography Desktop Publishing Drama 3 and 4 Marketing	Worked Based Learning Service Learning Student Organizations Dual credit Project Engagement

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Audio/Video Operation Assistant Control Room Technician Assistant	Audio/Video Operator Control Room Technician Broadcast Technician Broadcast and Sound Engineer Researcher	Reporter Journalism and Broadcast Educator Station Manager Radio and Television Announcer/Broadcaster Editor/Publisher Author Journalist

**Individual Graduation Plan****Cluster of Study:** Arts, A/V Technology & Communications**Major:** Performing Arts – Band/Orchestra

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Cal Probability & Stat	Probability and Statistics Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics Environmental Studies	Physics Anatomy & Physiology
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Statistics
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Keyboarding Proficiency Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
String Orchestra Concert Orchestra Chamber Orchestra Concert Band Jazz Band Band Rehearsal (Marching Band) Marching Percussion Percussion Ensemble	District Orchestra (Chamber Orchestra) Chorus Symphonic/Concert/Marching/Jazz Band Film and History Visual Arts Drama Dance Teacher Cadet World Music World Languages Chamber Music Class	District Pops Orchestra Quartets/Quintets/Special alternative music ensembles. Region/All State Orchestra/Band South Carolina Philharmonic Youth Orchestras Drama, Art, and/or Dance Performances Worked Based Learning Project Engagement Winter Guard

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Military Private Lessons Teacher Music/ Marching Technician Solo Artist	Music Marketing and Promotion	Music Therapist/Performing Arts Medicine Music Educator Music for Worship Professional Performer Private Instructor Conducting/ Composing Music Business Instrument Making and Repair Music Publishing/ Communications Recording and Television/Radio Industry

### Individual Graduation Plan

**Cluster of Study:** Arts, A/V Technology & Communications

**Major:** Performing Arts - Chorus

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry	Physics Tech Physics Anatomy & Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
Chorus 1 Chorus 2 Chorus 3 Chorus 4 AcaBengals Musical Theatre	Teacher Cadet Instrumental Music Visual Art Drama Dance Film and History African-American Experience	Student Organizations Independent Study Project Engagement Work Based Learning
<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Backup Singer Recording Artist Solo Artist	Cruise Ship Singer Music Librarian Songwriter Voice Over Artist Performer	Music Therapist Educator Band/Choral Director Chorus Line Singer Composer

\* Course selection will depend on satisfying prerequisites.

### Individual Graduation Plan

**Cluster of Study:** Arts, A/V Technology & Communications      **Major:** Performing Arts - Dance

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra 1, Part I Algebra 1	Algebra 1, Part 2 Geometry	Algebra 2 Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English 1	English 2	English 3	English 4
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Physics Anatomy & Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
Dance 1 Dance 2 Dance 3 TAG Dance	Teacher Cadet Creating Writing World Language Musical Theater Drama Chorus	Student Organizations Independent Study Project Engagement Worked Base Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Dancer Booking Manager/ Agent Community Arts	Dance Instructor/ Coach Stage Manager Talent Director Dance Company Manager Choreographer	Choreographer Educator Dance Movement Therapy Dancer

\* Course selection will depend on satisfying prerequisites.

### Individual Graduation Plan

**Cluster of Study:** Arts, A/V Technology & Communications

**Major:** Performing Arts - Drama

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Physics Anatomy & Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (4 Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
Drama 1 Drama 2 Drama 3 Drama 4 (TAG) Musical Theater	Creative Writing Teacher Cadet Public Speaking TV Production Visual Art Chorus Instrumental Music Dance African-American Experience	Service Learning Student Organizations Dual Credit State Festival Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Musician Accompanist Actor Singer Make-up Artist	Set Design Technician Costume Technician Sound/Lighting Tech Stage Electrician	Actor Producer Director Educator Designer Stage Manager

\* Course selection will depend on satisfying prerequisites.

## Individual Graduation Plan

**Cluster of Study:** Arts, A/V Technology & Communications**Major:** Visual Arts

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Physics Anatomy & Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major*</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
Art I Art of Film 2D Art Painting 3D (sculpture) Ceramics Printmaking Media Arts Photography TAG Visual Art AP Studio Art	Marketing Web Design Teacher Cadet Journalism Yearbook Graphic Communication	Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Commercial Photographer Assistant Graphic Design Assistant Commercial Artist Assistant Visual Display Assistant Showroom Assistant Sales Associate	CAD Technician Commercial Photographer Illustrator Photo Stylist Display Designer Custom Tailor Fashion Illustrator Entrepreneur	Visual Arts Educator Art Curator Interior Designer Design Journalist Textile Scientist Industrial Designer Commercial Artist Sustainable Designer Fashion Designer

### Individual Graduation Plan

**Cluster of Study:** Arts, A/V Technology & Communications      **Major:** World Languages

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English I	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Physics Anatomy & Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Keyboard Proficiency Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
French 2 French 3 (CP/Honors) French 4 Honors Advanced Placement French German 2 German 3 Honors German 4 Honors Advanced Placement German Latin 2 Latin 3 Honors Latin 4 Honors Advanced Placement Latin Spanish 2 Spanish 3 (CP/Honors) Spanish 4 Honors Advanced Placement Spanish Language Advanced Placement Spanish Literature	Other Foreign Languages Global Studies European History Art History Teacher Cadet Marketing ROTC World Geography African-American Experience	Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning
<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Tour Guide Military Specialist	Travel Agent Customer Service Representative	Educator Language Translator/Interpreter Business Consultant Military Intelligence

\* Course selection will depend on satisfying prerequisites.



## Individual Graduation Plan

**Cluster of Study:** Arts, A/V Technology & Communications      **Major:** Graphics Communication

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Statistics	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Physics Anatomy & Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics & Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major*</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
Graphic Communication 1 Graphic Communication 2 Graphic Communication 3 Graphic Communication 4 Arts, A/V Technology & Comm. WBL	Art 1 Art 2D Art 3D Advanced Placement Studio Art Marketing Courses Photography Professional & Leadership Dev.	Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Graphics Equipment Operator Assistant Printing Equipment Operator Assistant Computer Typography Operator Assistant Composition Equipment Operator Assistant Bookbinder	Graphics Equipment Operator Printing Equipment Operator Computer Typography Operator Lithographer and Platemaker Scanner Operator Digital Typesetter	Graphic Designer Printing Technology Educator Web Page Designer

\* Course selection will depend on satisfying prerequisites.

### Individual Graduation Plan

**Cluster of Study:** Business, Management, and Administration

**Major:** Business Information Management

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I	Geometry	Algebra II Pre-Calculus Probability and Statistics	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environment Studies Physics	Chemistry II/AP Physics Physics Honors/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics & Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Keyboarding Proficiency Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
<u><b>Required Courses:</b></u> Web Page Design and Development 1or Image Editing Digital Desktop Publishing <u><b>Plus two or more of the following:</b></u> Entrepreneurship Integrated Business Applications 1 Integrated Business Applications 2 Web Page Design and Development 2 Google Applications Business, Management & Adm. WBL	Marketing World Language Virtual Enterprise 1 Virtual Enterprise 2 Virtual Enterprise 3 Virtual Enterprise 4	Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Receptionist Information Processing Specialist Administrative Support Specialist	Executive Assistant Office Manager Court Reporter	Educator Information Systems Management Database manager

### Individual Graduation Plan

**Cluster of Study:** Business, Management, and Administration

**Major:** General Management

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra 1, Part I Algebra I	Algebra 1, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Physics
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics & Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
<u><b>Required Courses:</b></u> Accounting 1 Entrepreneurship <u><b>Plus two or more of the following:</b></u> Accounting 2 Business Finance Integrated Business Applications 1, 2 Virtual Enterprise 1, 2, 3, 4 Google Applications Business Management & Adm. WBL	Personal Finance World Language	Service Learning Cooperative Education Student Organizations Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Public Relations Specialist Facilities Manager Meeting Planner First Line Supervisor	Payroll Assistant Hotel Manager Assistant Office Manager Public Relations Manager	Educator Entrepreneur Chief Executive Officer General Manager

\* Course selection will depend on satisfying prerequisites.

**Individual Graduation Plan**

**Cluster of Study:** Education & Training **Major:** Teaching and Training

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Statistics	Probability & Statistics Algebra III Pre-Calculus Calculus
<b>English</b> Four Units	English I	English II	English III	English IV
<b>Science</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environmental Studies Physics	Physics Physics Honors/AP Biology II/AP Chemistry II/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics & Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Keyboarding Proficiency Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity</b> <b>Options Related to Major</b>
Teacher Cadet Sociology Psychology Speech AP Course of Choice	Fine Arts Course Marketing	Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Day Care Worker Teacher's Aide	Day Care Provider Substitute Teacher Training Manager	Educator Social Worker Counselor/Psychologist Human Resource Director

\* Course selection will depend on satisfying prerequisites.

**Cluster of Study:** Finance **Individual Graduation Plan** **Major:** Accounting

<b>Required Core for Graduation</b> <i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I, Part I Alg I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Biology II/AP Chemistry II/AP Physics Anatomy & Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics & Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units) Pass HSAP Exam			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
<u><b>Required Courses:</b></u> Accounting 1 Accounting 2 <u><b>Plus two or more of the following:</b></u> Entrepreneurship Personal Finance Integrated Business Applications 1 Virtual Enterprise 1, 2, 3, 4 Finance WBL	Business Law Economics Marketing World Language	Service Learning DECA Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b> <i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Bookkeeping Clerk Bank Teller Medical Billing Clerk Payroll Clerk	Auditor Accountant Financial Services Agent Credit Manager	Educator Certified Public Accountant Financial Planner Chief Financial Officer

\* Course selection will depend on satisfying prerequisites.

### Individual Graduation Plan

**Cluster of Study:** Government and Public Administration      **Major:** Foreign Service

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability and Statistics	Probability & Statistics Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environmental Studies Physics	Physics Biology II/AP Chemistry II/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
World Languages World Geography Sociology AP Government & Politics Psychology	African American Experience World Language Anthropology Entrepreneurship	Service Learning Student Organizations Dual credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Administrative Staff Support Staff Entrepreneur	Interpreter for an Embassy Entrepreneur	Educator Foreign Service Officer Diplomatic Officer Ambassador Consular Officer Entrepreneur

**Individual Graduation Plan**

**Cluster of Study:**

Government and Public Administration

**Major:**

Governance

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Statistics Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environment Studies Physics	Physics Physics Honors/AP Biology II/AP Chemistry II/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Keyboarding Proficiency Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
Business Law Psychology Advanced Placement Psychology Law-Related Education Anthropology Marketing United States Government Economics	World Languages Public Speaking Drama Marketing Entrepreneurship	Service Learning Student Organizations Dual credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Local Elected Official Administrative Staff Support Staff Entrepreneur	Local Elected Official State Elected Official Paralegal Entrepreneur	Educator Representative Senator Entrepreneur Governor Lobbyist

\* Course selection will depend on satisfying prerequisites.

**Individual Graduation Plan**

**Cluster of Study:** Government and Public Administration

**Major:** National Security

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environmental Studies Physics	Physics Biology II/AP Chemistry II/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major*</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
JROTC 1, 2, 3, 4 JROTC 5, 6, 7, 8 World Geography Sociology	Business Law Physical Education World Language Law Education Entrepreneurship	Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Military Military Recruiter Law Enforcement Officer Corrections Officer Entrepreneur	Law Enforcement Detective Correctional Officer Entrepreneur	Educator Military Officer Federal Marshal FBI Agent CIA Agent Entrepreneur

\* Course selection will depend on satisfying prerequisites.



**Individual Graduation Plan**

**Cluster of Study:** Health Science **Major:** Health Science

<b>Required Core for Graduation</b> <i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra I	Geometry	Algebra I Probability & Statistics	Probability & Statistics Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environmental Studies Physics	Physics Biology II/AP Chemistry II/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major*</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
Health Science 1 Health Science 2 Medical Terminology Pharmacy Technician Sports Medicine 1 Sports Medicine 2 Work Based Learning (Health Science)	Anatomy and Physiology Probability and Statistics Physics World Language	Service Learning HOSA Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b> <i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Certified Nursing Assistant First Responder Emergency Medical Technician Home Health Aide Phlebotomist	Cardiovascular Technologist Clinical Lab Technician Histotechnician Radiologic Technologist/Radiographer Dental Hygienist Paramedic Respiratory Therapist	Medical Technologist Clinical Laboratory Scientist Nuclear Medicine Technologist Pathologist Exercise Physiologist Geneticist Histotechnologist Diagnostic Medical Sonographer

\* Course selection will depend on satisfying prerequisites.

### Individual Graduation Plan

**Cluster of Study:** Hospitality and Tourism      **Major:** Culinary Arts

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environmental Studies Physics	Physics Physics Honors/AP Biology II/AP Chemistry II/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
<u><b>Required Courses:</b></u> Culinary Arts I Culinary Arts II <u><b>Plus two more of the following:</b></u> Introduction to Culinary Accounting I Accounting II Entrepreneurship Integrated Business Applications I Web Page Design & Development I Hospitality and Tourism WBL	Personal Finance Visual Arts Courses Marketing	Service Learning Cooperative Education Student Organizations Dual Credit Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Cruise Ship Worker Bus Person Counter Server Banquet Server	Caterer Cook Food & Beverage Services Manager Restaurant Manager	Chef Dietician/Nutritionist Hotel Manager Restaurant manager

**Individual Graduation Plan**

**Cluster of Study:** Information Technology Programs

**Major:** Web and Digital Communication

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra I	Geometry	Algebra II Pre-Calculus Probability & Stat	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environmental Studies Physics	Physics Physics Honors/AP Chemistry II/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Keyboarding Proficiency Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major*</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
<p><b>Required Courses:</b> Web Page Design and Development 1 Web Page Design and Development 2 <b>Plus two more of the following:</b> Entrepreneurship Integrated Business Applications 1 Integrated Business Applications 2 Web Page Design and Development 2 Google Applications Digital Desktop Publishing Image Editing Exploring Computer Science Information Technology WBL</p>	<p>Marketing World Language Virtual Enterprise 1 Virtual Enterprise 2 Virtual Enterprise 3 Virtual Enterprise 4</p>	<p>Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning</p>

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Information Processing Specialist Administrative Support Specialist	Executive Assistant Office Manager Court Reporter	Educator Information Systems Management Database Manager

\* Course selection will depend on satisfying prerequisites.

### Individual Graduation Plan

**Cluster of Study:**

Marketing, Sales &amp; Service

**Major:**

Marketing Management

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Algebra III Pre-Calculus Probability & Statistics	Probability & Stat Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Physics	Physics Anatomy and Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
<b>Required Courses:</b> Marketing Marketing Management <b>Plus Two or more of the following:</b> Accounting 1 Accounting 2 Advertising Google Applications Virtual Enterprises 1,2,3,4 Entrepreneurship Integrated Business Applications 1 Integrated Business Applications 2 Marketing Sales & Service WBL	Integrated Business Applications 1 Integrated Business Applications 2 Graphic Communications 1 and 2 World Language Creative Writing	Service Learning DECA Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Sales Associate Customer Service Representative Visual/Creative Display Artist Contract Administrator	Advertising Promotion Manager Retail Buyer Marketing Specialist Sales Promotion Manager	Educator Public Relations Manager Market Research Analyst Public Information Director

**Individual Graduation Plan**

**Cluster of Study:** Science, Technology, Engineering, and Mathematics

**Major:** Mathematics

<b>Required Core for Graduation</b> <i>For additional college entrance requirements refer to the college of your choice.</i>				
<b>24 Units Required</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Math*</b> Four Units	Algebra 1	Geometry	Algebra II Pre-Calculus Probability & Statistics	Probability & Statistics Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environmental Studies Physics	Chemistry II/AP Physics Physics Honors/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

<b>Courses for Major*</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
Probability and Statistics CP Algebra III Honors Pre-Calculus Honors AP Statistics AP Calculus AB/BC	Business and Personal Finance Leadership and Development Intro to Engineering Principles of Engineering Digital Electronics World Language	Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b> <i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Bank Teller Accounts Clerk Bookkeeper	Accountant Tax Preparer CAD Operator Communications Technologist Data Analyst Metallurgist Research Technician	Certified Public Accountant Stock Broker Mathematics Educator Statistician Archeologist Computer Software Engineer Numerical Analyst Mathematician

\* Course selection will depend on satisfying prerequisites.

**Cluster of Study:** Science, Technology, Engineering, and Mathematics      **Major:** Pre-Engineering and Technology

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I	Geometry	Algebra 2 Pre-Calculus Probability & Stat	Probability and Statistics Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology Chemistry	Chemistry Environmental Studies Physics	Chemistry II/AP Physics Physics Honors/AP
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units)			

Courses for Major* (Four Credits Required)	Complementary Coursework	Extended Learning Opportunity Options Related to Major
<u><b>Required Courses:</b></u> Introduction to Engineering Design Principles of Engineering Digital Electronics <u><b>Plus one or more of the following:</b></u> Engineering Design and Development Civil Engineering and Architecture Biotechnical Engineering Work Based Learning (Science, Technology, Engineering, and Mathematics)	Physics Business and Personal Finance Professional and Leadership Development Spanish II, III ,or III Pre-Calculus or higher math Probability and Statistics	Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
High School Diploma	2-Year Associate Degree	4-Year Degree and Higher
Drafting Assistant Estimator Technician Illustrator	Energy Conservation and Use Technician Civil Engineering Technician Electrical Engineer Technician	Civil Engineer Electrical Engineer Computer Science

\* Course selection will depend on satisfying prerequisites.

### Individual Graduation Plan

**Cluster of Study:** Science, Technology, Engineering, and Mathematics

**Major:** Science

<b>Required Core for Graduation</b>				
<i>For additional college entrance requirements refer to the college of your choice.</i>				
24 Units Required	9	10	11	12
<b>Math*</b> Four Units	Algebra I, Part I Algebra I	Algebra I, Part II Geometry	Algebra II Pre-Calculus Probability and Statistics	Probability and Statistics Algebra III Pre-Calculus Calculus
<b>English*</b> Four Units	English I	English II	English III	English IV
<b>Science*</b> Three Units	Physical Science Biology	Biology I Honors Chemistry I Honors Chemistry	Chemistry II/ AP Biology II/AP Physics	Physics Honors/AP Chemistry II Honors/AP Anatomy and Physiology Environmental Studies
<b>Social Studies</b> Three Units	World Geography	World History	US History	Economics and Government
<b>Additional State/District Requirements</b> Ten Units	Physical Education or ROTC (one unit) Computer Science (one unit) Foreign Language or CATE (one unit) Health (one-half unit) Major Electives (four units) Electives (two and one-half units) Pass HSAP Exam			

<b>Courses for Major*</b> (Four Credits Required)	<b>Complementary Coursework</b>	<b>Extended Learning Opportunity Options Related to Major</b>
Chemistry II Honors/Chemistry AP Biology II Honors/Biology AP Anatomy and Physiology Physics Honors Physics AP Advanced Math Electives	Marketing Courses Business & Personal Finance Professional & Leadership Development Latin Courses German Courses Agricultural and Environmental Science Psychology/Sociology/Anthropology	Service Learning Student Organizations Dual Credit Project Engagement Work Based Learning

<b>Professional Opportunities Upon Graduation</b>		
<i>For additional college entrance requirements refer to the college of your choice.</i>		
<b>High School Diploma</b>	<b>2-Year Associate Degree</b>	<b>4-Year Degree and Higher</b>
Environmental Management Landscape Zoo Attendant Production Worker	Materials Handler Forestry Technician Veterinarian Assistant Lab Technician	Chemist Educator Physicist Meteorologist Ecologist

\* Course selection will depend on satisfying prerequisites.

## ENGLISH

*NOTE: English courses must be taken in sequence, English 1 through English 4. At the end of all English I classes there is an end-of-course test (EOCT) that counts 20% of the final grade. **For the purpose of curriculum alignment, coordinating instructional units, and transition the following classes are paired: English I Honors with World Geography Honors, English II Honors with World History Honors or AP European History.** English 101 and English 102 may be taken as dual credits in place of English 4 for graduation credit. Students are allowed to take only one English course per school year without special administrative permission until their senior year. Special permission is granted when a student is behind and will be granted only once during the student's high school career.*

### **English I Honors**

This course is for students in the Honors Forum or for students selected on the basis of their academic achievement and motivation. This course is taught in conjunction with Global Studies I Honors. Students must be enrolled concurrently with World Geography Honors. Through the reading and the discussion of world literature as well as through instruction and practice in persuasive, expository, and analytical writing, the student will develop high level skills in thinking and communication. **See school website for required summer reading for honors students.** An EOC exam will count 20% of the final grade.

**Credit:** 1 Unit Weighted

**Prerequisite:** Fall MAP RIT min 236 or Spring min 239

### **English I CP**

English I CP is designed for the college-bound student. The course is taught thematically with an emphasis on developing the reading, writing and thinking skills students need to succeed in high school and college. Throughout the year, students will study units that incorporate a wide variety of genres and authors, all linked thematically. Each unit of study focuses on a core piece of literature supplemented with writing, projects, research and related readings. The literature studied includes a mix of classic, contemporary and young adult selections. Students will study vocabulary in the context of the literature they read and grammar in the context of the writing they analyze and produce. An EOC Exam will count 20% of the final grade.

**Credits:** 1 Unit

**Prerequisite:** Fall MAP RIT min 227 or Spring min 230 **NOTE:** Students not meeting this prerequisite must also enroll in Reading.

### **Reading**

This course is an English elective designed for the student who plans to attend a college or technical school and provides extra emphasis on academic skills. It is created in support of the English I curriculum and focuses on the development of organizational, test taking, note taking, writing, and reading skills.

**Credits:** 1 Unit

**Prerequisite:** Teacher recommendation

### **English II CP**

English II CP is designed for the college or technical school bound student. The course focuses on reading, writing, and thinking skills. Students will read works from many literary genres. Students will study vocabulary in the context of the literature they read and grammar in the context of the writing they analyze and produce.

**Credits:** 1 Unit

**Prerequisite:** English I

### **English II Honors**

English II Honors is designed for the highly motivated, exceptionally talented language arts student who has above grade level reading and writing skills and who plans to attend a college or university. The course focuses on the four major literary forms, critical thinking skills, analytical writing, speaking, research and intensive vocabulary development. *Students must be enrolled in World History Honors or AP European History concurrently.*

**See school website for required summer reading for honors students.**

**Credits:** 1 Unit Weighted

**Prerequisite:** English I Honors and Teacher Recommendation



**English III CP**

English III CP is a survey of American Literature designed to help students reinforce their reading, writing, research, and communication skills. Students will read and write in a variety of genres. This course is for students who plan to attend college or technical school.

**Credits:** 1 Unit

**Prerequisite:** English II CP

**English III Honors (See school website for required summer reading.)**

This course is designed for the highly motivated, exceptionally talented student who enjoys reading. This course concentrates on developing the student's ability to study and read literature critically and analytically through the major themes and writers of American literature from 1600 to the present. Critical analysis of works of literature as well as documented critical papers on literary topics will be required. It is strongly recommended that students be enrolled in US History Honors concurrently.

**Credits:** 1 Unit

**Prerequisite:** English II Honors and teacher recommendation

**AP English Language and Composition (See school website for required summer reading.)**

AP Language and Composition is a year-long intense reading and writing college-level course designed for the eleventh grade honor student. Through the study of primarily American literature, students will develop skills in critical and analytical reading and writing, literary interpretation, rhetorical analysis, argumentation, advanced grammar and usage, research, and documentation. Students will take practice tests in preparation for the AP Language and Composition exam. See collegeboard.com for course information.

**Credits:** 1 Unit

**Prerequisite:** English II Honors and Teacher Recommendation

**AP English Literature and Composition (See school website for required summer reading).**

AP English Lit is a three-fold design for highly motivated students of language arts. First, it provides a survey of English and American literature with an emphasis on critical and analytical reading skills; second, it provides intensive instruction on compositional writing; third, it offers practice toward the AP exam.

**Credits:** 1 Unit

**Prerequisite:** AP English Language and Composition or English III Honors and Teacher Recommendation

**English IV Honors (See school website for required summer reading for honors students.)**

English IV Honors is designed for the highly motivated, exceptionally talented student who enjoys reading and writing. This course concentrates on developing the student's ability to study and read literature critically and analytically through the study of major themes and writers of British literature from the Anglo-Saxon period to the present. Critical analysis of literature and independent research are required.

**Credits:** 1 Unit

**Prerequisite:** English III Honors or English III CP with Teacher Recommendation

**English IV CP**

English IV College Prep is a survey of British Literature from Anglo-Saxon to the present designed to help students reinforce their reading, writing, research, and communication skills. Students will read and write in a variety of genres. This course is for high-school seniors who plan to attend college or technical school.

**Credits:** 1 Unit

**Prerequisite:** English III CP

*Students interested in pursuing a Journalism or Media Production focus should consider the following sequence in making their course selections.*

- |                       |                       |   |                       |
|-----------------------|-----------------------|---|-----------------------|
| 1. Media Production 1 | 2. Media Production 2 | 3. Media Technology 1                       | 4. Media Technology 2 |
| 1. Journalism 1       | 2. Journalism 2       | 3/4. Newspaper Production/Sports Journalism |                       |

**Journalism 1** –Journalism 1 is a basic course in which studying the form and function of the newspaper will be the major goal. The newspaper is the basis of all other types of journalistic endeavors and employs the style of writing that national studies have shown improves writing skills overall. The emphasis on responsibility in meeting

deadlines, keeping up with long-term projects and trying to develop new avenues of knowledge in an enterprising way should help students be more self-reliant. Throughout this course, students will be consistently reminded of the importance of accuracy, responsibility and fairness. The exploration of the exciting world of journalism should help students develop a desire to pursue knowledge in areas they never considered of interest before. Students will write for the school blog.

**Credit:** 1 Unit 1 Unit – Skinny all year

**Prerequisite(s):** Proficient/Advanced Writing Score

**Journalism 2** –Journalism 2 is designed for the student who wants to explore an in-depth experience in the production of online and print media. The advanced study of journalism style and the various types of journalistic writing (news, features, sports and editorials), headline writing, photography, advertising, reviews and design are emphasized. Further development of the interviewing, writing, design and organizational skills necessary to produce an online or print publication as well as practice in the areas of responsibility involved with such a production are integral parts of the course. Students will hold editorial position on the newspaper/blog staff and must be prepared to make editorial decisions concerning peer work, serve as section editors, design layout, help with marketing and advertising and participate in staff meetings. Students will be responsible for creating press releases and communicating with local media and Richland School District Two personnel the events at Blythewood High in addition to providing daily updates on the Blythewood High Journalism site and social media platforms.

**Credit:** 1 Unit – Skinny all year

**Prerequisite(s):** Journalism 1

**Journalism Newspaper Production 2** –Journalism Newspaper Production 2 is the third course in the online and print media succession and is designed for the student who wants to explore an in-depth experience in the production of online and print media. The advanced study of journalism style and the various types of journalistic writing (news, features, sports and editorials), headline writing, photography, advertising, reviews and design are emphasized. Further development of the interviewing, writing, design and organizational skills necessary to produce an online or print publication as well as practice in the areas of responsibility involved with such a production are integral parts of the course. Students will hold editorial position on the newspaper/magazine staff and must be prepared to make editorial decisions concerning peer work, serve as section editors, design layout, lead marketing and advertising, and lead staff meetings. Students will be responsible for publishing a once per quarter news/entertainment magazine.

**Credit:** 1 Unit – Skinny all year

**Prerequisites(s):** 2 Journalism credits (Journalism 1, Media Production, Yearbook)

**Journalism 2 (Sports Journalism)** –Sports Journalism is a course in which students will utilize technical and non-technical skills, including: game recaps, columns, and features, script-writing; directing and hands-on camera and studio skills such as lighting, sound, and editing; and video. This course will examine the history of Sports Journalism and future trends. Class projects will include both sports-oriented material and creative assignments. The program of study will produce sports programs highlighting the student and faculty sports related activities. The course's students will serve as video ambassadors for BHS and any student interested in sports journalism and production is invited to take this class. **Time spent after school videoing, interviewing, and broadcasting is required of this course.**

**Credit:** 1 Unit – Skinny all year

**Prerequisite(s):** Journalism 1 or Media Production 1 or Application/Teacher Recommendation

### **Journalism 3**

Journalism 3 continues the instruction and practicum established in Journalism 2. Students in Journalism 3 will hold an editorial position on the staff of the newspaper or yearbook and must be prepared to make editorial decisions. Students in Journalism 3 are responsible for the production of the school publications.

**Credit:** Newspaper: 1 Unit (Elective) – skinny, all year or Yearbook: 1 Unit (Elective)

**Prerequisite(s):** Journalism 2

### **Journalism 4**

Journalism 4 continues the instruction and practicum established in Journalism 2 and 3. Students in Journalism 4 will hold an editorial position on the staff of the newspaper or yearbook and must be prepared to make editorial decisions. Students in Journalism 4 are responsible for the production of the school publications.

**Credit:** Newspaper: 1 Unit (Elective) – skinny, all year or Yearbook: 1 Unit (Elective)

**Prerequisite(s):** Journalism 3

**Media Production 1** –Students will learn the basics of television nomenclature, scriptwriting, directing, audio, lighting, camera operation, graphics, techniques, and the aesthetics of shooting and editing. These skills are incorporated into the production of the daily school news broadcast. In addition daily students will also have the opportunity to produce video projects, including news packages, feature stories, and special events coverage. The course emphasizes hands-on production experience in front and behind the camera.

**Credit:** 1 Unit – Skinny all year

**Prerequisite(s):** Journalism 1 or Application/Teacher Recommendation

**Media Production 2** – Students in the Media Production 2 class will further develop their journalistic and technical production skills through studio and field production. The students are responsible for producing the morning news show, including students being on camera and working behind the scenes, writing and producing short video packages and clips, and conducting interviews. Students must understand the importance of timeliness and deadlines, quality production, and dedication to the final product. Students in Media Production 2 are responsible for all video productions presented in various school publications including the school blog, social media sites, and video news show. **Time spent before and/or after school videoing, interviewing, and broadcasting is required of this course.** The course emphasizes hands-on production experience, using digital video to produce the morning news show.

**Credit:** 1 Unit – Skinny all year

**Prerequisite(s):** Media Production 1

**Yearbook Production 1** –Yearbook 1 is designed for the student who wants to explore an in-depth experience in the production of a yearbook. The study of journalism style and the various types of journalistic writing (news, features, sports and editorials), headline writing, photography, advertising, reviews and design are emphasized. Further development of the interviewing, writing, design and organizational skills necessary to produce a yearbook as well as practice in the areas of responsibility involved with such a production are integral parts of the course. Students will work to produce the school yearbook.

**Credit:** 1 Unit – Semester Block

**Prerequisite(s):** Photography 1 or Journalism 1 or Graphic Communications 1 or Application and 2 Teacher Recommendations

**Yearbook Production 2** – Yearbook 2 is designed for the student who wants to further explore an advanced, in-depth experience in the production of a yearbook. The advanced study of journalism style and the various types of journalistic writing (news, features, sports and editorials), headline writing, photography, advertising, reviews and design are emphasized. Responsibility in meeting deadlines, keeping up with long-term projects and developing new avenues of knowledge in an enterprising way is expected. Throughout this course, students will be consistently reminded of the importance of accuracy, responsibility and fairness. Further development of the interviewing, writing, design and organizational skills necessary to produce a yearbook as well as practice in the areas of responsibility involved with such a production are integral parts of the course. Students will work to produce the school yearbook.

**Credit:** 1 Unit – Semester Block

**Prerequisite(s):** Yearbook 1

**Yearbook Production 3** – Yearbook 3 continues the instruction and practicum established in Journalism 2. Students in Yearbook 3 will hold an editorial position on the staff of the yearbook and must be prepared to make editorial decisions. Yearbook 3 students will provide training to other student staff members, edit peer work, serve as section editors, design layout, lead advertising sales, marketing events, and staff meetings.

**Credit:** 1 Unit –Semester Block

**Prerequisite(s):** Yearbook 1 and 2

### **Creative Writing**

Advanced Creative Writing is an elective course for students who are passionate about writing and plan to write in the future for profit or pleasure. Students will develop a sustained writing practice through reading, writing, and analyzing texts (both published and in-process), media, and markets. Units of study will include short fiction, poetry, children’s literature, point-of-view narratives (to include memoir and creative nonfiction), and possibly one-act plays. Students will be given grounding in the structure and techniques of writing so their creative efforts are

credible. The application of skills will culminate in the editing and publication of an online literary magazine published each semester.

**Credit:** .5 units (Elective)

**Prerequisite(s):** Successful completion of current English 1, 2, or 3 class with an A or B, **or** recommendation from current English teacher.

### **Speech**

Students will learn how to build skills for better communication, as well as how to prepare and present formal or informal speeches to an audience. This course is strongly recommended for any student who desires to improve his/her comfort and success while in front of an audience.

**Credit:** .5 units (elective)

### **Mythology**

This semester long, one credit course looks at the way mythology from all over the world still influences our arts, advertisements, and athletics. Starting from Greco-Roman myths, the course will include Nordic, Celtic, and world myths. Modern novels inspired by myths will be discussed. Students will also write extensively. The course will also have vocabulary, research, and writing components.

**Credit:** 1 unit (elective)

### **Teacher Cadet 1 & 2**

This program provides students with an objective look at education careers. Students will be given the opportunity to observe and to assist in a variety of education settings while being introduced to the strategies and techniques used by master teachers. Students will also examine agencies and groups that influence decisions and governance in the educational system. In some cases, applicants may be required to meet with a screening panel. Taught like a college introduction to education course, Teacher Cadet is a "hands-on" look at teaching and related fields. A serious interest in exploring education as a career is necessary. The students will enroll in Teacher Cadet 1 semester 1 and Teacher Cadet 2 semester 2.

**Credit:** 1 Unit Weighted for each course

**Prerequisite(s):** 3.00 GPA, 5 teacher recommendations, application, essay on "Why I Want to be a Teacher Cadet"

## **MATHEMATICS**

*NOTE: All math courses are aligned with the SC Academics Standards for Mathematics which can be found on the SC State Department of Education (SDE) website [www.myschools.com](http://www.myschools.com). Students are encouraged to purchase a TI-84 Plus graphing calculator. Prerequisites for math courses are very important in order to ensure student success. We recommend that students who do not earn at least a 77 in any course repeat the course before proceeding to the next level course. Students are allowed to take only one math course per school year without special administrative permission until their senior year. Special permission will be granted only once during the student's high school career. At the end of all Algebra 1 and Intermediate Algebra classes, the students will take an end of course test (EOCT) as prescribed by the SDE which will count 20% of the final grade.*

### **Foundations in Algebra**

**Credit: 1**

Foundations in Algebra is the first course in a two course sequence designed to prepare students for success in mathematics courses by providing a strong foundation in algebra, probability, and statistics. Key concepts in this course include: quantities and expressions, function theory, linear functions/equations, rational functions, exponential functions, and probability. Instruction will focus on a balance between procedural and conceptual understanding to prepare students for Intermediate Algebra, the next course in sequence.

**Requirement: Graphing Calculator**

### **Intermediate Algebra**

**Credit: 1**

Intermediate Algebra is the second course in a two-course sequence from Foundations in Algebra. This is designed to emphasize more conceptual understanding with modeling of mathematics in real world situations that may arise in different disciplines. Key concepts in this course include: numbers and quantities, function theory, polynomials,

quadratic equations/functions, radical functions, and statistics. Each student will take the Algebra 1 End of Course Exam at the end of this course.

**Prerequisite(s):** Foundations in Algebra or D in Algebra 1.

**Requirement:** Graphing Calculator

### **Algebra 1 CP**

**Credit: 1**

This course is recommended for students planning to attend a 4-year college after high school graduation. This course prepares students for more abstract algebraic thinking which will prepare student for more advanced math courses. Topics include linear functions, systems of linear equations, quadratic functions/equations, square roots, factoring techniques, polynomials arithmetic, rational expressions and exponential growth/decay application. This course is taught using the mastery concept. Students enrolled in this course will take an EOC exam that will count 20% of the final grade. Students who pass the course with a “D” will be recommended to Intermediate Algebra before Geometry.

**Requirement:** Graphing Calculator

### **Geometry**

**Credit: 1 Unit**

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of similarity and congruence theorems, transformations, right triangle trigonometry, and circles. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes reasoning to solve properties of geometric figures.

**Prerequisite(s):** Algebra 1 CP or Intermediate Algebra

### **Geometry CP**

**Credit: 1 Unit**

This college preparatory course includes the study of plane and solid geometry as well as the study of deductive proofs. Teaching and learning will focus on the following mathematical concepts: similarity and congruence theorems, proofs, right triangle trigonometry, transformations, and circles. Rational decision thinking is critical for students to use geometry concepts and methods to model real-world situations and solve problems using a variety of models and strategies.

**Prerequisite(s):** Algebra 1 CP with teacher recommendation

### **Geometry Honors**

**Credit: 1 Unit**

This is a college preparatory Geometry course designed for students seeking acceleration and rigorous math work. The course content is a rigorous, in-depth study of geometric concepts from an algebraic perspective which will include both plane and solid geometry. Teaching and learning will focus on the following mathematical concepts: similarity and congruence theorems, proofs, right triangle trigonometry, transformations, and circles. Rational decision thinking is critical for students to use geometry concepts and methods to model real-world situations and solve problems using a variety of models and strategies

### **Algebra 2 CP**

**Credit: 1 Unit**

This college preparatory course contains an in-depth study of functions, patterns, relations, and concepts of number systems. This includes linear, quadratic, exponential, absolute value, radical, and rational functions.

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course are important for students’ success on both the ACT and college mathematics entrance exams. Students who complete Algebra II should take Pre-Calculus next.)

**Prerequisite(s):** Algebra 1 and Geometry

### **Algebra 2 Honors**

This is a college preparatory Algebra 2 course designed for students seeking acceleration and rigorous math work this course contains an in-depth study of linear, quadratic, exponential, absolute value, radical and rational functions,

patterns, relations, and concepts of number systems with an emphasis placed on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning.

**Credit:** 1 Unit

**Prerequisite(s):** Algebra 1 and Geometry in middle school, teacher recommendation, or Geometry Honors

### **Algebra 3 CP**

The course expands on topics of Algebra 2 and introduces topics of Pre-Calculus. There will be an emphasis on linear and quadratic functions, polynomial functions, exponential and logarithmic functions, conic sections, sequences & series, and trigonometric functions.

**Credit:** 1 Unit

**Prerequisite(s):** Algebra 2 CP and Geometry CP

### **Algebra 3 Honors**

This is a college preparatory Algebra 2 course designed for students seeking acceleration and rigorous math work. Topics from Algebra 2 are expanded and topics from Pre-Calculus are introduced. There will be an emphasis on linear and quadratic functions, polynomial functions, exponential and logarithmic functions, conic sections, sequences & series, and trigonometric functions.

**Credit:** 1 Unit

**Prerequisite(s):** Geometry Honors and Algebra 3 Honors or teacher recommendation.

### **Pre-Calculus CP**

This is a college preparatory course designed to give students a foundation for college calculus but does not provide a strong enough foundation for Advanced Placement Calculus. Topics include characteristics and representations of functions, operations on functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, sequences and series, conic sections, parametric representation, polar representations, and vectors. (Course Description: This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Students who complete Geometry should take Algebra II next.)

**Credit:** 1 Unit

**Prerequisite(s):** Algebra 3

### **Pre-Calculus Honors**

This is an accelerated college preparatory course designed to offer students a foundation for Advanced Placement Calculus. Topics include characteristics and representations of functions, operations on functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, sequences and series, conic sections, parametric representation, polar representations, and vectors.

**Credit:** 1 Unit

**Prerequisite(s):** Algebra 3 Honors with teacher recommendation

### **Probability and Statistics (12<sup>th</sup>)**

This course will provide an opportunity to investigate probability and statistics in data analysis. Cooperative groups, special projects, and computer activities are part of the learning process. Topics include descriptive statistics, data analysis, and basic concepts of probability.

**Credit:** 1 Unit

**Prerequisite(s):** Algebra 1 and Geometry

### **Probability and Statistics CP (12<sup>th</sup>)**

This is a beginning statistics course for students. Students will apply basic statistical concepts to and draw inferences from data sets explore the relationships between theoretical and experimental probability and use them to solve problems. Students will also

**Credit:** 1 Unit

**Prerequisite(s):** Algebra 2 CP

**SAT Prep/Act Prep Math**

This course is designed for students who need additional practice to prepare for the SAT or ACT. Students take, analyze and re-take practice tests to become “test smart” and to familiarize themselves with the language and format of college entrance exams.

**Credit:** ½ Elective Unit

**Prerequisite(s):** Algebra 1, Geometry or currently in Algebra 2

SCIENCE
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**Physical Science CP**

This course emphasizes the foundations of physics and chemistry through the use of direct instruction, lab skills, and analytical thinking. A strong laboratory component will be stressed in conjunction with classroom instruction. This course is for 9<sup>th</sup> graders who are enrolled in Foundations of Algebra or Math Seminar. **A calculator is highly recommended.**

**Credit:** 1 Unit

**Biology 1 CP**

This course offers a comprehensive study of the fundamental concepts of biological science. Students will study the basic structure and function of life forms and will gain a better understanding of the organization and interactions in the natural world. The focus will be on organic chemistry, cellular biology, transport mechanisms, molecular biology, genetics, and evolutionary and ecological relationships. Through laboratory experiences, students will have an opportunity to reinforce their understanding of the basic concepts of biology. Students enrolled in this course will take an EOC exam that will count 20% of the final grade.

**Credit:** 1 Unit

**Biology I Honors**

This course is designed for students, with exceptional academic ability, which plan to major in a science at the college or technical school level. It is an accelerated, comprehensive, investigation-oriented introduction to biology, stressing the development and organization of living forms and life processes and interactions of life in the natural world. The focus will be on organic chemistry, cellular biology, transport mechanisms, molecular biology, genetics, and evolutionary and ecological relationships. Students enrolled in this course will take an EOC exam that will count 20% of the final grade.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Concurrent enrollment in Geometry OR teacher recommendation

**Biology II**

This is a second year biology course designed for college preparatory students with a high interest in the biological sciences who do not plan on taking AP Biology. The course content focuses on plant and animal anatomy and physiology along with a study of evolutionary and environmental relationships. This course is designed to prepare students for many college-level Biology courses. It is taught in a hands-on, real-world manner. This course included dissections.

Prerequisite: Biology I

Credit: 1 Unit

**Chemistry 1 CP**

Fundamental chemical principles are studied from both a qualitative and quantitative approach. This curriculum places emphasis on science and technology and offers the student an opportunity to gain an appreciation of chemistry through a demanding laboratory and technically oriented program. Students will gain an understanding of the role chemistry plays in their lives. Laboratory exercises are an integral part of the course and are used as a vehicle for understanding the chemical concepts important to a rigorous chemistry course. **It is highly recommended that the student have a scientific calculator for this course.**

**Credit:** 1 Unit

**Prerequisite(s):** Algebra I

**Chemistry 1 Honors**

In Chemistry 1 Honors fundamental chemical principles are studied from both a qualitative and quantitative approach. The curriculum of this course places emphasis on science and technology and offers the student an opportunity to gain an appreciation of chemistry through a demanding laboratory and technically oriented program. Students contemplating careers in science are encouraged to select this course. This course is recommended for students with high math ability and is an excellent choice for students planning to take Chemistry 2/AP Chemistry

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Concurrent enrollment in Algebra 2 and teacher recommendation

**Forensic Science**

Forensic Science is a hands-on multidisciplinary approach to teaching science with an emphasis on analytical chemistry and comparative analysis. It includes components of biology, physics, mathematics, statistics, and medicine. This course is a natural medium for students to practice science as inquiry by using scientific methods of inquiry and research to help solve crimes, determine the causes of accidents, structural failures and disasters. Its objective is to teach students to become confident that they can make sense of complex problems involving numerical data, evidence, uncertainty, and logical reasoning. Analytical techniques are utilized during this course. It is highly recommended that the student have a scientific calculator for this course.

**Prerequisites:** Chemistry 1 or Physical Science and Biology

**Credit:** 1 Unit

**Physics CP**

This course stresses the basic concepts of physics using a mathematical approach. It provides an understanding of the principles and applications of mechanics, properties of matter, waves, light and electrostatics. Laboratory exercises are an integral part of the course and are used as a vehicle for understanding the physical concepts important to a physics course. **It is highly recommended that the student have a scientific calculator for this course.**

**Credit:** 1 Unit

**Prerequisite(s):** Completion of Geometry with a "C" or higher.

**Physics Honors**

Honors Physics is the in-depth mathematical and motion-oriented study of matter and energy. It provides an understanding of the physical principles and laws dealing with mechanics, light and electromagnetism. Students are provided various laboratory experiences that are designed to enhance and reinforce concepts and principles in physics. This course will serve as a prerequisite for Advanced Placement Physics B. **It is highly recommended that the student have a scientific calculator for this course.**

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Completion or concurrent enrollment in Pre-calculus

**Anatomy & Physiology**

This course offers an in-depth study of the anatomy and physiology of the human body systems and their disorders. Advanced dissections are required and microscope work will be utilized. **Credit:** 1 Unit

**Prerequisite(s):** Biology 1 and Chemistry 1

**Environmental Studies**

This course will provide an integrated, quantitative, and interdisciplinary approach to the study of global environmental issues and is designed specifically for 12th grade students. This laboratory course offers students flexibility in developing their own interests by combining Environmental Science with other areas such as agriculture, biology, business, chemistry, computer science, engineering and political science. It will allow students the opportunity not only to examine the genesis of environmental, but also allow the students the opportunity to environmentally sample, design, and measure particular risks associated with protection of the global environment.

**Credit:** 1 Unit

**Prerequisite(s):** Biology and Chemistry 1 with at least a C average in each

**Marine Science**

This course is a laboratory based introductory study of the marine environment. Topics include the geology, chemistry, physics, and biology of the ocean environment. Students will explore the habitats, physical and



behavioral characteristics, and environment of ocean organisms. Dissections are included. This course is designed for students who want to further their interest in the marine environment and knowledge of general physical science and biology.

**Credit:** 1 Unit

**Prerequisite(s):** Physical Science or Chemistry; and Biology

## SOCIAL STUDIES

*NOTE: Three units of credit in social studies are required for a state high school diploma in SC: one unit in United States History, 1/2 unit each in American Government and Economics, and one elective unit. At the end of all US History classes there is a state end of course test (EOCT) administered that counts 20% of the final grade.*

### **World Geography CP**

This course focuses on the physical and cultural characteristics of the earth. This course will examine the topics of region, physical earth dynamics, population, culture, economic systems, urban systems, political systems, and the environment. Students will study these issues as they relate to contemporary and historical events.

**Credit:** 1 Unit

### **World Geography Honors**

Recommended for exceptionally talented college-bound students with a demonstrated record of achievement in English and Social Studies, this course examines the topics of region, physical earth dynamics, population, culture, economic systems, urban systems, political systems, and the environment. Additionally students enrolled in this class will be introduced to the writing skills for Advanced Placement Social Studies courses and conduct an independent research project.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Concurrent enrollment in English I Honors.

### **World History CP**

This course emphasizes how people, ideas, and technology have made an impact on diverse groups of people. Students will examine in chronological progression various cultures, civilizations, and nations from the Middle Ages through the Modern Era. Emphasis in these areas may include their location, social structures, government, religion(s), inventions, contributions, evolution, primary people, places, events, or some combination of these topics according to the South Carolina State Standards.

**Credit:** 1 Unit

**Prerequisite(s):** Concurrent enrollment in English 2

### **World History Honors**

Recommended for exceptionally talented college-bound students with a demonstrated record of achievement in English and social studies, this course combines material from both departments. This course emphasizes how people, ideas, and technology have made an impact on diverse groups of people. This course will examine in chronological progression various cultures, civilizations and nations from the Middle Ages through the Modern Era. Emphasis in these areas may include their location, social structures, government, religion(s), inventions, contributions evolution, primary people, places and events, or some combination of the aforementioned according to the South Carolina State Standards. Critical writing, historical analysis and research will be included. *Students must be enrolled in English II Honors concurrently.*

**Credit: 1 Unit Weighted**

**Prerequisite(s):** Concurrent enrollment in English 2 Honors

### **US History CP**

This course is a study of United States History from the pre-Colombian era to the present. Topics to be addressed include colonization, immigration, expansion, wars/conflicts, human/civil rights, and economic, political, social, and cultural development. Students enrolled in this course will take an EOC exam that will count 20% of the final grade.

**Credit:** 1 unit

**Prerequisite(s):** Year 3 Status

**US History Honors** (Students enrolled in this course will take an EOC exam that will count 20% of the final grade.) Recommended for exceptionally talented college-bound students with a demonstrated record of achievement in English and social studies, this course combines material from both departments. This course will examine in chronological progression the history of the United States from the colonial area through the 1800s and the 20th century to the present day. Topics to be addressed include colonization, immigration, expansion, wars/conflicts, human/civil rights; and economic, political, social, and cultural development. Historical analysis and research will be emphasized. Students will participate in the We The People: Citizens and the Constitution program. *It is strongly recommended that students be enrolled in English III Honors concurrently.*

**Credit:** 1 unit

**Prerequisite(s):** Minimum of “B” average in previous social studies courses.

### **American Government CP (Senior Year)**

Designed for the college-bound student, this course describes, analyzes, and explains the major components and workings of our system of government. Students should gain a better understanding and appreciation for this nation’s government and its functions. An introduction to comparative government and South Carolina State government will be included.

**Credit:** ½ Unit

### **Economics CP (Senior Year)**

The primary emphasis will be on basic economic concepts and micro and macro economic theory, and consumer economics. Through class simulations, independent research, and statistical analysis of data, students will gain the knowledge/skills to enable them to make reasoned, objective judgments/decisions about contemporary issues.

**Credit:** ½ Unit

### **Sociology**

This course is the study of human beings as they live/work together in groups. It deals with such social institutions as family, religion, education, and gov. as well as problems of cities, delinquency, crime, racial& ethnic minorities.

**Credit:** ½ Unit

### **Psychology (10<sup>th</sup>, 11th, 12th)**

This course includes the study of human differences, interpersonal relationships, and the concepts of personal and social adjustment. Psychology, while informative and enjoyable, gives students the opportunity to develop self-awareness and insight into the behavior of other people. This course in human understanding combines theory with useful applications for everyday life.

**Credit:** ½ Unit

### **Sports Psychology**

This course includes the study of human differences, interpersonal relationships, and the concepts of personal and social adjustment as related to sports and sporting fields. Sports Psychology, while informative and enjoyable, gives students the opportunity to develop self-awareness and insight into the behavior of athletes. This course in human understanding combines theory with useful applications for everyday life.

**Credit:** 1 Unit

**Prerequisite:** Student must be a member of an athletic team, compete in sports competitively, or by teacher recommendation.

### **Law Education**

Designed for students to explore various aspects of today’s society as it relates to the criminal justice process, the course focuses on procedures, corrections, family law, juvenile law and consumer law and will provide an overview of individual legal rights and responsibilities. It will require parallel reading, a mock trial, and oral reports.

**Credit:** ½ Unit

### **Leadership Development 1**

This course focuses on developing personal leadership skills and an understanding of group processes in a democratic society. The purpose of the course is to foster a better understanding of self and the capacity for developing life-long leadership skills, to create an understanding of the importance of leadership in a democratic society, and to prepare students to assume leadership roles in the school and community. The class will follow a

structured, standards-based leadership curriculum. Units covered will include communication, public speaking, group dynamics, budgeting, goal setting, team building, diversity training, planning major activities and events, time management, and many others. Any student at Blythewood High School may take this class.

### **Leadership Development 2**

This course is an independent, self-paced course designed to give students an opportunity to apply leadership skills to various projects in the school and community. Students will be required to log and verify time requirements each week, plan and/or assist with a major school/community project, and produce an electronic portfolio of their work at the end of the year. This class is especially beneficial for athletic, club, student council, or community leaders because it provides structured time during the school day to apply leadership skills in a real-time and real-world environment.

**Prerequisite(s):** Leadership 1 and/or instructor approval.

### **African-American Experience**

This course focuses on providing an in-depth analysis of the African American experience in SC. Students will examine the cultural, political, and economic contributions of this historically underrepresented community. The experience of African-Americans in SC will be used to examine significant historical periods in the United States. By using SC as a focus point for our study, students will be able to broaden their horizons about the history of the United States while learning about the unique culture in which many of them or their peers have grown up. This curriculum will follow the state approved model.

**Credit:** ½Unit

<b>WORLD LANGUAGES</b>
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*The courses in this department integrate a variety of materials and cultural experiences to meet the national standards for World Language Study in the five areas of communication, cultures, connections, comparisons, and communities. The concepts and structures for each level will be presented in a spiraling fashion that allows the students to be re-introduced with increasing complexity at various stages of language development. University-bound students should plan to take two to three consecutive levels of the same language. Students should begin taking a world language course their sophomore year so they have adequate time to complete 2 to 3 levels of a consecutive language. Students who begin the study of a language at middle school level are recommended to continue with the same language.*

### **French 1 CP (Year- Long Skinny)**

This is an introduction to the vocabulary, grammar and syntax of the French language at the high school level. Students will learn vocabulary and grammar adequate for expressing basic needs and handling social situations. Students will begin to develop their abilities to listen, speak, read, and write in the target language by engaging in a variety of activities through thematic units, and will complete performance based assessments.

**Credit:** 1 Unit elective

### **French 2CP**

Students will continue to develop cultural awareness while expanding their vocabulary and learning additional grammatical concepts which will help them perform more tasks and handle more complex social situations. Students will continue to develop cultural awareness. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments. Students are expected to utilize French 1 concepts in order to succeed in French 2.

**Credit:** 1 unit elective

**Prerequisite(s):** French 1 and teacher recommendation

### **French 3 CP**

Students will continue to increase their vocabulary and learn more complex grammatical structures and syntax necessary for participating in conversations on topics beyond basic survival needs through thematic units while continuing to work on improving their abilities to listen, speak, and write in French. Students will engage in a

variety of activities through sequential thematic units, and will complete performance based assessments. Students are expected to utilize the content from French 1 and 2 at the start of this course.

**Credit:** 1 Unit elective

**Prerequisite(s):** French 2 and teacher recommendation

### **French 3 Honors**

This course is designed for students who have successively completed the French 2 demonstrate ability to continue their study of the language at an honors level. Students will learn and practice with more sophisticated vocabulary and syntax which will lead to greater proficiency. Students will continue to study the cultural aspects of the French-speaking world. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** French 2 with teacher recommendation

### **French 4 Honors**

This course is designed for students who wish to continue to improve their language proficiency. Students refine their skills in grammar and read a variety of modern popular texts in different formats. Emphasis is on French as a communicative language as characterized by the National Standards for Foreign Language in the three key communicative modes: Interpersonal Mode-students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions: Interpretive Mode-students understand and interpret written and spoken language on a variety of topics: Presentational Mode-students present information, concepts, and ideas to an audience of listeners on variety of topics through thematic units.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** French 3 Honors with teacher recommendation

### **German 1 CP (Year-Long Skinny)**

This is an introduction to the German language. Students will learn vocabulary and grammar adequate for expressing basic needs and handling social situations, while developing their abilities to listen, speak, read, and write in the target language. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments.

**Credit:** 1 Unit elective

### **German 2**

This course is a continuation of German 1. Students will expand on vocabulary and learn additional grammatical concepts which will allow them to perform more tasks and handle more complex social situations. Students will continue to develop cultural awareness. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments. Students are expected to utilize German 1 concepts in order to succeed in German 2.

**Credit:** 1 Unit

**Prerequisite(s):** German 1 and teacher recommendation

### **German 3 Honors**

This course is designed for students who have successively completed the German 2 and demonstrate the ability to continue their study of the language at an honors level. Students will learn and practice with more sophisticated vocabulary and syntax which will lead to greater proficiency. Students will continue to study the cultural aspects of the German-speaking countries. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** German 2 with teacher recommendation

### **German 4 Honors**

German 4 Honors is the highest level of German offered. Students will continue to increase their proficiency in oral, listening, and written communication. They will pursue areas of interest in the target language as well as be exposed to literary and other kinds of texts and resources. In addition, students will have the opportunity to prepare for the Common European Framework of Reference for Languages (CEFR). This class affords an opportunity to work closely with others and to spend a considerable amount of time on projects of personal interest.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** German 3 with teacher recommendation

### **Latin 1 CP (Year-Long Skinny)**

This course is an introduction to the vocabulary, grammar, and syntax of the Latin language while introducing students to Roman history, culture, and mythology. In addition, the course builds English vocabulary through the study of derivatives for vocabulary words and emphasizes connections between Latin and English.

**Credit:** 1 Unit elective

### **Latin 2 CP**

This course continues with Latin vocabulary, grammar, syntax and Latin derivatives. Authentic Latin literature is studied and emphases will be placed on translation of Latin stories based on Roman history, culture, and mythology.

**Credit:** 1 Unit elective

**Prerequisite(s):** Latin 1 and teacher recommendation

### **Latin 3 Honors**

Completing the study of Latin grammar and syntax, and challenged with translations of increasing complexity, students will translate authentic Latin literature through the translation of such authors as Martial, Caesar, and Pliny.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Latin 2 and teacher recommendation

### **Latin 4 Honors**

This course is designed for students who have completed Latin 3 Honors and who wish to improve their language proficiency. It is designed to prepare students to demonstrate a high level of Latin proficiency in interactive communication. The overall goal of this course is to provide students with a variety of speaking, listening, writing and reading experiences with authentic content in Latin. Students will integrate their language skills and synthesize written and aural materials.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Latin 3 Honors with teacher recommendation

### **Spanish 1 CP (Year-long Skinny)**

This is an introduction to the Spanish language. Students will learn vocabulary and grammar adequate for expressing basic needs and handling social situations, while developing their abilities to listen, speak, read, and write in the target language. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments.

**Credit:** 1 Unit elective

### **Spanish 2CP**

This course is a continuation of Spanish 1 at the high school level. Students will expand on vocabulary and learn additional grammatical concepts which will allow them to perform more tasks and handle more complex social situations. Students will continue to develop cultural awareness. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments. Students are expected to utilize Spanish 1 concepts in order to succeed in Spanish 2.

**Credit:** 1 Unit elective

**Prerequisite(s):** Spanish 1 and teacher recommendation

### **Spanish 3CP**

This course is designed for students who have successfully completed Spanish 2 at the high school level. The students will increase their vocabulary and learn the more complex grammar and syntax necessary for participating in conversations on topics beyond basic survival needs. Students will continue to work on their abilities to listen, read, and write in Spanish. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments. Students are expected to utilize the concepts from Spanish 1 and 2 at the start of this course.

**Credit:** 1 Unit elective

**Prerequisite(s):** Spanish 2 and teacher recommendation

**Spanish 3 Honors**

This course is designed for students who have successively completed the Spanish 2 and demonstrate the ability to continue their study of the language at an honors level. Students will learn and practice with more sophisticated vocabulary and syntax which will lead to greater proficiency. Students will continue to study the cultural aspects of the Spanish-speaking world. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Spanish 2 with teacher recommendation

**Spanish 4 Honors**

This course is designed for students who have completed Spanish III Honors and who wish to improve their language proficiency. It is designed to prepare students to demonstrate a high level of Spanish proficiency in interactive communication. The overall goal of this course is to provide students with a variety of speaking, listening, writing and reading experiences with authentic materials in Spanish. The course content will reflect a wide variety of academic and cultural topics integrated within the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities. Students will integrate their language skills and synthesize written and aural materials.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Spanish 3 Honors with teacher recommendation

**CAREER AND TECHNOLOGY EDUCATION**
**R2i2 INITIAL CURRICULUM**

*R2i2 courses when offered will be housed at R2i2 and are Junior and Senior Level courses.*

**Next Energy and Fuel Cell Engineering**

Students will learn about ecology and Earth systems as well as engineering for environmental sustainability. The first part of this course will be an overview of non-fossil fuel sources (Next Energy) and the current uses of energy, as well as the need to diversify energy sources. The second part of the course will focus on Fuel Cell Technology with students working on functional fuel cells. Students will have access to a Sustainable Energy Lab on site at R2i2.

**Computer Aided Design & Manufacturing**

This course covers the numerical design of manufacturing chains encompassing design, geometrical molding, product assembly, workshop blueprints, prototyping of manufacturing concepts and plans. A CAD foundation will be covered in the first part of the course through use of industrial grade software. Following this, CAM tools will be used to translate design into G-codes for prototyping and possible manufacture.

**Supply Chain and Global Logistics Management**

Topics cover emerging and important areas such as product/service supply chains, security, sustainability, and supply chain vulnerability. Students will be given an introduction to key quantitative techniques that can be applied to logistics such as simulation and modeling. Decision Models for Supply Chain Management, Logistics, Emerging Markets, and Economic Development, as well case studies for world leaders in global logistics will be studied. Students will establish their own distribution and logistics center to serve the Richland 2 Backpack Program.

**Managerial Accounting and Finance**

This course will cover a wide range of topics that will emphasize the use of both internal and external data to enhance decision-making skills of managers. Concepts covered will include and overview of the management accounting function within an organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. Case studies will be used to enhance students' critical thinking, problem solving and communication skills. This course is also a study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management.

**Apple Application Development**

Students will learn the Swift programming language and then learn the Application Programming interface (API) to write their own Applications for us on iPhone and iPad. Students will receive an Apple App Developer License.

### **Mobile and Non-Traditional Food and Service**

Students will learn how to operate the culinary responsibilities of mobile food businesses, as well as how to determine and execute a viable business plan for mobile businesses. Students will be taught the costs and various legal and other responsibilities they need to be aware of in order to be successful

## **AGRICULTURAL AND ENVIROMENTAL SCIENCES**

### **Agricultural and Biosystems Science (9, 10, 11)**

This course is designed to teach essential concepts and understanding related skills needed in pursuing a career in a biotechnology field. Emphasis is placed on scientific research and development and how it can be used to create the future advancement in Agriculture. In addition the course will teach the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience. Typical learning activities include hands-on learning experiences such as performing research on the basis principles of plant, soil, and animal science; studying and modeling the significance of humankind's interrelationship with soil, water, and air and participating in FFA activities.

**Credit:** 1 Unit

### **Turf and Lawn Management (10, 11, 12)**

This course is designed to teach technical knowledge and skills for entry-level positions in the turf grass industry. The principles and practices involved in establishing, managing, and maintaining grassed areas for ornamental and /or recreational areas will be studied. Typical instructional activities include hands-on experiences with golf courses, commercial and home lawns, and sports fields to include establishing, fertilizing, irrigating, and pest management. Operating and maintaining machinery and equipment and participating in personal and community leadership development and work-based experiences are part of the program.

**Credit:** 1 Unit

**Prerequisite:** Agricultural Science and Technology or Agricultural & Biosystems Science

### **Introduction to Horticulture**

This course is designed to provide skills and knowledge relative to the operation and management of nursery, greenhouse, or garden center. Instruction emphasizes the understanding of the importance of establishing, maintaining, and managing "green industry" enterprises. Activities will include propagating, growing, establishing, and maintaining nursery plants and greenhouse crops, tissue culture techniques, designing landscapes, preparing designs, sales analysis and management.

**Credit:** 1 Unit

**Prerequisite:** Agricultural Science and Technology or Agricultural & Biosystems Science

### **Biosystems Mechanics and Engineering**

This course is designed to teach basis physical science skills in relation to Agricultural Engineering. In addition it provides for the development of general mechanical skills that are required in all areas of Agricultural Education. Typical instructional activities include hands-on experience in developing research projects to examine ways to utilize agricultural crops in unique ways, to include, the development of biofuels and other alternative energy sources and to discover new uses for agricultural products. In addition, students will participate in personal and community leadership development activities, plan, and implement a relevant school-to-work transition experience, and participate in FFA activities.

**Credit:** 1 Unit

**Prerequisite:** Agricultural Science and Technology or Agricultural and Biosystems Science

### **Equine Science**

The Equine Science course is designed to teach essential concepts and practical experience related to the care taking and production of horses. Instruction emphasizes knowledge and understanding of the importance of maintaining, selecting, and managing horses. Basic methods and safety techniques are included in this course. Typical instruction

activities include hands-on experiences in saddling, bridling, grooming, and judging horses; feeding and health techniques; and housing design. **NOTE: This course is offered every other year-Fall odd years during 7/8 block**

**Credit:** 1 Unit

**Prerequisite:** Agricultural Science and Technology or Agricultural & Biosystems Science; Biosystems Mechanics and Engineering

### **Small Animal Care**

This course is designed to teach technical knowledge and skills for occupations in the pet industry or the companion animal industry. Skills also relate to the veterinarian or the veterinarian technician career. Typical instructional activities include hands-on experiences with cats, dogs, rabbits, fish, etc. participating in personal and community leadership development activities; and planning a relevant school to work transition experience. **NOTE: This course is offered every other year- Fall even years**

**Credit:** 1 Unit

**Prerequisite:** Agricultural Science and Technology or Agricultural & Biosystems Science; Biosystems Mechanics and Engineering

### **Agriculture, Food, and Natural Resources, work-based credit**

The work-based experience must be a part of the student's major, career goal and individual graduation plan. The student must have completed at least two of the courses included in the Agricultural Science Program, and be enrolled in a third course to be eligible for participation. The student will spend a minimum of 100-200 hours interning in a field related to content that is specific to their Agricultural Science program of study (Plant and Animal Systems or Horticulture). The internship may or may not occur during regular school hours, and students may enroll to earn this credit throughout the school year. Students and their families must work together with the Agricultural Science Instructor and the work-based learning coordinator to create the work-based partnership. Students may not enroll in the work-based course until the work-based partnership has been created and approved.

**Credit:** .5 or 1.0 depending on number of hours worked

**Prerequisite:** completion of 2 Agricultural science classes and current enrollment in a 3<sup>rd</sup> class

## **ARCHITECTURE AND RESIDENTIAL CONSTRUCTION**

### **Building Construction 1**

This course is for students interested in exploring the architecture or the construction industry. Students will learn basic safety and build math and communications skills while working collaboratively in a modular, hands-on environment. Students will acquire skills in brick masonry, carpentry, construction measurement, drywall installation and repair, electrical work, painting, plumbing and roofing.

**Credit:** 1 unit

### **Building Construction 2**

Building Construction 2 is designed for students who want to advance in the field of construction and can build on the ideas in Building Construction 1. Students will become experienced with advanced safety, accurate measurements and working with power tools. Students will gain advanced hands-on skills with the previous units as well as tile setting, cement masonry, advanced electrical wiring, residential construction modeling, small engine repair, and electric motor repair.

**Credit:** 1 unit

**Prerequisite:** Building Construction 1

### **Building Construction 3**

Building Construction 3 continues developing the skills established in the previous two classes. Students will master professional techniques and tools while working on scale model construction projects. This class will work comfortably with power equipment, reading blueprints, scale drawings, and aspects of construction management.

**Credit:** 1 unit

**Prerequisite:** Building Construction 2, Geometry, and Instructor Recommendation

### **Building Construction 4**

Building Construction 4 is for students who are ready to head into the construction industry. Students will be able to demonstrate skills in multiple trades and in-depth knowledge of multiple areas related to the construction industry.



Students will be given opportunities to shadow professionals in the workplace and be prepared for employment in the construction and engineering industry.

**Credit:** 1 unit

**Prerequisite:** Building Construction 3 and Instructor Recommendation

#### **Architecture and Construction, work-based credit**

The work-based experience must be a part of the student's major, career goal and individual graduation plan. The student must have completed at least two of the courses included in the Building Construction Program, and be enrolled in a third course to be eligible for participation. The student will spend a minimum of 100- 200 hours interning in a field related to content that is specific to the Building Construction program of study. The internship may or may not occur during regular school hours, and students may enroll to earn this credit throughout the school year. Students and their families must work together with the Building Construction Instructor and the work-based learning coordinator to create the work-based partnership. Students may not enroll in the work- base course until the work-based partnership has been created and approved.

**Credit:** .5 or 1.0 depending on number of hours worked

**Prerequisite:** completion of 2 Building Construction classes and current enrollment in a 3<sup>rd</sup> class

### **BUSINESS & MARKETING**

#### **Accounting 1 (10-12)**

This course helps the student develop the skills necessary for the highly technical interaction between accounting and business, an understanding of the steps of the accounting cycle as applied to several different kinds of business operations, and an understanding of accounting concepts, principles, and practices. Students will use technology to simulate accounting procedures.

**Credit:** 1 Unit

#### **Accounting 2**

This course expands the student's understanding of accounting subsystems and develops an understanding of various methods of 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.

**Credit:** 1 Unit

**Prerequisite:** Accounting 1

#### **Advertising (10-12)**

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

**Credit:** 1 Unit

**Prerequisite:** Marketing and Integrated Business Applications 1

#### **Personal Finance (9-12)**

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

**Credit:** 1 Unit

#### **Business Law (9- 12)**

This course is designed to provide the student with knowledge of the legal environment in which a consumer operates, to provide the student with knowledge of the legal environment in which a business operates, and knowledge of legal principles.

**Credit:** 1 Unit

**Prerequisite:** Marketing

#### **Digital Desktop Publishing (10-12)**

This course brings together graphics and text to create professional level publications. Students create, format, illustrate, design, edit/revise, and print publications. Improved productivity of digitally produced newsletters, flyers, brochures, reports, advertising materials, and other publications is emphasized. Proofreading, document composition, and communication competencies are also included.

**Credit:** 1 Unit

**Prerequisite:** Integrated Business Applications 1

### **Entrepreneurship (10-12)**

This course is designed to provide students with the knowledge and skills leading to the development of a business plan for small business ownership. An important part of the course will be the incorporation of marketing, staffing, and financial considerations.

**Credit:** 1 Unit

### **Marketing (9-12)**

This course introduces marketing concepts and examines the economic, marketing, and business fundamentals, in addition to the marketing functions of selling, promotion, and distribution. The standards listed are core standards and those standards reflecting the needs of the local business community. This is the basic course in the marketing curriculum and should be taken before the specialized courses.

**Credit:** 1 unit

### **Marketing Management (11-12)**

This course continues the analysis of the marketing functions by examining human resource foundations, marketing and business fundamentals, distribution, promotion, and selling as applied in merchandising.

**Credit:** 1 Unit

**Prerequisite:** Marketing

### **Sports and Entertainment Marketing (10-12)**

This course is for students who wish to pursue careers in the various areas of the sports and entertainment industry. It includes careers in box office management and sales, group sales, public sales, marketing, development, advertising, and promotions.

Credit 1 Unit

## **ART, AV TECHNOLOGY AND COMMUNICATIONS**

**Media Technology 1** – Students taking this course will explore the general field of visual communications and will focus primarily on the television news media. Students will get hands-on experience in basic production techniques, learn industry nomenclature, scriptwriting, directing, audio, lighting, camera operation, graphics, techniques and the aesthetics of shooting, and editing and will produce video projects for various purposes and audiences. Students will learn to use digital video cameras and Adobe Premiere Pro with an emphasis on passing the Adobe Certification Exam to become an Adobe Certified Associate (ACA) by the end of Media Production 2. When possible, students may take field trips; have guest speakers from the media industry and shadow professionals in the field.

**Credit:** 1 Unit – Skinny all year

**Prerequisite(s):** Media Production 1 and Media Production 2

**Media Technology 2** – In this course, students will continue to develop their media production skills by writing, producing, directing, shooting and editing video pieces of increasing complexity. Second-year students will continue to develop expertise with digital video cameras and editing systems. Students will learn to use digital video cameras and Adobe Premiere Pro with an emphasis on passing the Adobe Certification Exam to become an Adobe Certified Associate (ACA) by the end of Media Production 2. A greater focus will be placed on careers in the visual television media industry. Students will develop a final video project as well as pursue professional relationships within the industry.

**Credit:** 1 Unit – Skinny all year

**Prerequisite(s):** Media Production 1 and Media Production 2 and Media Technology 1

### **Graphic Communications 1 (10-11)**

This course is designed to provide the basic foundational skills for pursuing a career in the rapidly expanding high-tech field of printing and advertising. Students will receive classroom and laboratory experience in the areas of artwork preparation, plate making, offset reproduction, digital photography, and customer service.

**Credit:** 1 Unit

### **Graphic Communications 2 (10-12)**

This course is a continuation of Graphic Communications I. The course is an excellent foundation for a college-bound student seeking a degree in graphic communications, journalism, or advertising.

**Credit:** 1 Unit

**Prerequisite:** Graphic Communications 1 & Teacher Recommendation

### **Graphic Communications 3 (11-12)**

Students will learn the terminology used in the printing industry and gain hands on experience on prepress, printing and finishing equipment used in the printing industry. Students will have the opportunity to experience three of the major printing processes used in the industry, screen-printing, offset lithography and flexography. Topics include design, typography, color, prepress software, computer operations, working in a service-oriented industry, finishing operations, and ink and substrates used in industry. This course prepares students for careers in the printing industry. The course includes the study of design, layout, prepress, and operating printing equipment. Numerous authentic projects and job site opportunities engage students in this multi-faceted field.

**Credit:** 1 Unit

**Prerequisite:** Graphic Communications 2 with a "C" or higher & Teacher Recommendation

### **Graphic Communications 4 (11 – 12)**

This course is an extension of Graphic Communications III. Emphasis is placed on multi-color jobs, spot color, and the 4-color process. The printing of duotones and full color pictures on a 2-color press, screen printer and Flexo press will challenge the student's higher order thinking skills.

**Credit:** 1 Unit

**Prerequisite:** Graphic Communications 3 with a "C" or higher & Teacher Recommendation

### **Image Editing (10-12)**

This course is designed to provide the student with the knowledge and skills needed to utilize digital imaging software in editing and designing images and graphics. Students also learn the use of technologies related to digital imaging such as basic computer operations, file sharing across networks, digital scanning digital photography, and preparing documents for output to various types of media. Successful completion of this course will prepare the student to take industry certification test(s).

**Credit:** 1 Unit

**Prerequisite:** Integrated Business Applications 1

## **INFORMATION TECHNOLOGY**

### **Integrated Business Applications 1**

This course is designed to teach students software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts. This course will prepare students for Microsoft Office Specialist Certification (MOS)

**Credit:** 1 unit

### **Integrated Business Applications 2**

This course of study is designed to teach the student advanced computer concepts as related to processing data into useful information needed in business situations by using advanced database, spreadsheet, word processing, and presentation software capabilities.

**Credit:** 1 unit

**Prerequisite:** Integrated Business Applications 1

### **Google Applications**

This course is designed to introduce students to many of the applications that Google offers. The course builds on skills beyond the traditional introduction of computer concepts and incorporates emerging technologies using Google Applications. It will prepare students for learning and working in the 21st century through communication and collaboration tools. Real world, student-centered activities will strengthen students' technology skills in the continually changing online Google community.

**Credit:** 1 unit

**Exploring Computer Science (9-12)** This course of study is designed to allow students to explore a variety of computer science topics, such as Web design, human computer interactions, programming, and problem solving. Optional topics include mobile applications, robotics, and digital animation. Students will develop critical thinking, logic, and problem solving skills relevant to today's technology.

**Prerequisite:** Algebra I and/or teacher recommendation

**Credit:** 1 Unit

### **Web Page Design and Development 1 (10-12)**

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

**Credit:** 1 Unit

**Prerequisite:** Integrated Business Applications 1

### **Web Page Design and Development 2 (11-12)**

This course is designed to provide the student with the knowledge and skills needed to design Web pages. Students will develop skills in designing, implementing, and maintaining a Web site using authoring tools. Advanced skills in HTML and Dreamweaver are used in this class.

**Credit:** 1 Unit

**Prerequisite:** Web Page Design and Development 1

### **Business, Management, and Administration, work-based credit**

The work-based (WB) experience must be a part of the student's major, career goal and individual graduation plan. The student must have completed at least two of the courses included in their Business Program, and be enrolled in a third course to be eligible for participation. The student will spend a minimum of 100-200 hours interning in a field related to content that is specific to their Business Management program of study (General management, Business Information management, operations management and accounting). The internship may or may not occur during regular school hours, and students may enroll to earn this credit throughout the school year. Students and their families must work together with the Business Instructors and the WBL coordinator to create the WB partnership. Students may not enroll in the work-based course until the WB partnership has been created & approved.

**Credit:** .5 or 1.0 depending on number of hours worked

**Prerequisite:** completion of 2 Business classes within their program and current enrollment in a 3<sup>rd</sup> class

### **Marketing, Sales, and Service, work-based credit**

The work-based (WB) experience must be a part of the student's major, career goal and individual graduation plan. The student must have completed at least two of the courses included in their Marketing Program, and be enrolled in a third course to be eligible for participation. The student will spend a minimum of 100-200 hours interning in a field related to content that is specific to the Marketing program of study. The internship may or may not occur during regular school hours, and students may enroll to earn this credit throughout the school year. Students & their families must work together with the Marketing Instructors and the WBL coordinator to create the WB partnership. Students may not enroll in the work-based course until the WB partnership has been created and approved.

**Credit:** .5 or 1.0 depending on number of hours worked

**Prerequisite:** Completion of 2 classes within the Marketing program and current enrollment in a 3<sup>rd</sup> class

### **Information Technology, work-based credit**

The work-based (WB) experience must be a part of the student's major, career goal and individual graduation plan. The student must have completed at least two of the courses included in the Information Technology program, and be enrolled in a third course to be eligible for participation. The student will spend a minimum of 100- 200 hours interning in a field related to content that is specific to the Information Technology program of study. The internship may or may not occur during regular school hours, and students may enroll to earn this credit throughout

the school year. Students and their families must work together with the Information Technology Instructor and the WBL coordinator to create the work-based partnership. Students may not enroll in the WB course until the work-based partnership has been created and approved.

**Credit:** .5 or 1.0 depending on number of hours worked

**Prerequisite:** Completion of 2 Information Technology classes and current enrollment in a 3<sup>rd</sup> class

## CULINARY ARTS

### **Introduction to Culinary Arts**

Introduction to Culinary Arts provides students with an overview of interest, aptitude, and technical skills needed to advance to Level One Culinary Arts and/or the food service industry. There is a uniform fee of \$80.

**Credit:** 1 Unit

**Prerequisite:** Instructor Interview and Application

### **Culinary Arts 1 (10, 11, 12)**

This course is designed to provide skills and knowledge required for gainful employment and/or into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences will simulate commercial food production and service operations. Preparation for Pro-start certification is included.

**Credit:** 1 Unit

**Prerequisite:** Introduction to Culinary Arts and Instructor Interview

### **Culinary Arts 2 (10, 11, 12)**

This course is designed to provide reinforcement and refined skills and knowledge required for gainful employment and/or into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences will simulate commercial food production and service operations. Preparation for Pro-start certification is included.

**Credit:** 1 Unit

**Prerequisite:** Culinary Arts 1 and Instructor Interview

### **Hospitality and Tourism, work-based credit**

The work-based (WB) experience must be a part of the student's major, career goal and individual graduation plan. The student must have completed at least 2 of the courses included in the Culinary Arts Program, and be enrolled in a 3<sup>rd</sup> course to be eligible for participation. The student will spend a minimum of 100- 200 hours interning in a field related to content that is specific to the Culinary Arts program of study. The internship may or may not occur during regular school hours, and students may enroll to earn this credit throughout the school year. Students and their families must work together with the Business Instructors and the WBL coordinator to create the WB partnership. Students may not enroll in the work-based course until the WB partnership has been created & approved.

**Credit:** .5 or 1.0 depending on number of hours worked

**Prerequisite:** completion of 2 culinary classes and current enrollment in a 3<sup>rd</sup> class

## HEALTH SCIENCE

### **Health Science 1 grade (10-12)**

Health Science 1 is the first course offered to students interested in pursuing a career in the healthcare field. During this first course students are introduced to healthcare history, careers, law and ethics, cultural diversity, healthcare language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it's going and how professionalism and personal characteristics impact their success. Students will be introduced to "Standard Precautions" and learn about confidentiality through HIPPA. As students are guided through healthcare career exploration, they will discuss education levels, and requirements needed to be successful. Students will also participate in career projects. Medical terminology will also be incorporated throughout the course.

There are no pre- requisites required, however Biology is recommended as a pre or co- requisite. Students should have an interest in learning about all facets of healthcare.

**Credit:** CP - 1 unit = (120 hours) or 2 units = (240 hours)

**Health Science 2 grade (11-12)**

Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. Health Science 2 will continue teaching in more detail, the units of study that include advanced study of infection control. They will learn about “Transmission Based Precautions” and become more familiar with OSHA, HIPPA, and the CDC. Health Science 2 acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of the body systems. Students will study the relationship that body systems have with disease from the healthcare point of view. Students in Health Science 2 will be introduced to basic patient care skills. Medical terminology, medical math and pharmacology are incorporated throughout the lessons being taught. Students will be certified in First Aid and CPR in this course. Students in this course should further their knowledge of healthcare careers and future goals by participating in a job shadowing experience.

General Requirements: This course is recommended for students in grades 11-12.

Prerequisite: Successful completion of Health Science 1

Credit: CP - 1 unit = (120 hours) or 2 units = (240 hours).

**Health Science Clinical Study grade (12)**

Health Science Clinical Study is a course that guides students to make connections from the classroom to the healthcare industry through work –based learning experiences/activities. This course is designed to provide for further development and application of knowledge and skills common to a wide variety of healthcare professions. The students in this course will build on all information and skills presented in the previous required course foundation standards. The students will relay these skills into real life experiences. The student, teachers and work-based learning coordinators will work together to create opportunities for the students to get the best experience available in the districts geographic region. Students in this course should be First-Aid and CPR certified before participating in any healthcare experience outside of the classroom.

Pre-requisites: Successful completion of Health Science 1 and 2

**Pharmacy for Medical Careers**

**COURSE DESCRIPTION:** Pharmacy Technology is a program designed to train pharmacy technicians for success in this career. At the high school level, students are exposed to pharmacy careers and benefit from pharmacology, math, and science standards included in this course. Teachers are encouraged to arrange student work-based learning opportunities in pharmacies for practical experience. The American Council for Pharmacy Education accredits the program through the Texas Pharmacy Association. The cost of the program is \$299 per student per year. PassAssured has two versions of its pharmacy technician training program: Student Version Plus (150 hours) and Student Version XL (240 hours). Both programs have enhanced curriculums that include additional units on the top 200 drugs, Roman numerals, abbreviations, sig (instructions to patients), and medication matching. The difference in the two versions is the XL version has a testing component on the new units and the Plus does not. PassAssured programs prepare students for pharmacy technician and other health careers plus provide an opportunity for national credentials. For state certified pharmacy technician requirements in South Carolina, visit <http://www.llr.state.sc.us/pol/pharmacy/PFORMS/Pharmacy%20Technician%20State%20Certification%20Requirements.pdf> PassAssured delivers either program totally online or by CD-ROM. Applications offer easy-to-follow audio, video, and graphic presentations. The program prepares students to sit for the Pharmacy Technician Certification Board (PTCB) examination or the examination offered by the National Healthcare Association (ExCPT). The interactive multimedia training uses Internet access, online testing, scoring, and monitoring. Teachers can monitor students’ progress via Internet. Students are able to work at their own pace. Teachers can determine when exams are taken. The course may be taught as embedded content in Health Science 2, as a stand-alone course, or as an independent study. More information can be found at [www.passassured.com](http://www.passassured.com)

**GENERAL REQUIREMENTS: This course is recommended for students in grade 12 who are scheduled to graduate at the conclusion of the year in which training is begun.**

**RECOMMENDED PREREQUISITE (S):** Introduction to Health Science, Health Science 1, Anatomy & Physiology, Biology 2, or teacher recommendation Credit: 1 or 2 unit(s)

**Medical Terminology**

Medical terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving

techniques to assist in developing an understanding of course concepts. In addition to traditional classroom instruction, Medical Terminology may be offered as a dual enrollment, virtual, online, or independent study course.

**GENERAL REQUIREMENTS:** This course is recommended for students in grades 10–12 and is anatomy and physiology based. It may or may not be a prerequisite for other courses in a health science education program.

**CREDIT:** 1 or 2 units

### **Medical Billing and Coding**

**Course description:** Medical Billing and Coding is one of the certification courses of a complete pathway in the Health Science. This course will prepare students to sit for a national certification in insurance coding. Students in this course will further their knowledge of foundational standards in medical law and ethics, professionalism, medical terminology and anatomy and physiology. This course will include an introduction to ICD-10 and ICD/CPT. ICD-10 (International Classification of Diseases) is a system used by physicians and healthcare professionals to code diagnoses and procedures that occur in American hospitals. CPT (Current Procedural Terminology) codes are numbers assigned to every task and service a medical practitioner may provide to a patient (although not a Medicare patient - see note below) including medical, surgical and diagnostic services. They are then used by insurers to determine the amount of reimbursement that a practitioner will receive by an insurer when he or she performs that service. Since everyone uses the same codes to mean the same thing, they ensure uniformity. Students interested in this course should have an interest in healthcare, science and technology. The student will use computer medical software to navigate this course and meet the required objectives. A student in this course may have a desire to be involved with the medical field but may not necessarily want to have “hands – on” patient care.

**Course Credit:** CP : 1 unit ( 120 hours -180 hours) - 2 Units (240 hours) Course requires 180 hours to complete Objectives

**Pre-requisites:** Students must have minimum of 2 units from the courses listed below and be a senior to participate in this course. Health Science 1, Health Science 2, Medical Terminology, Sports Medicine 1, Sports Medicine 2, EMS 1, EMS 2, PLTW – BMS – Principles of Biomedical Science, PLTW – BMS- Human Body Systems.

<http://kaduceusinc.com/programs/medical-billingcoding>

**Recommendations:** Students are highly recommended to complete Medical Terminology prior to this course.

### **Sports Medicine 1 (10, 11)**

This course emphasizes the prevention of athletic injuries, including the components of exercise science, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR) and vital signs. Subject matter will also include discussion of legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, taping and wrapping, mechanisms of injury, and application of other sports medicine concepts. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course.

**Credit:** 1 Unit

**Prerequisite:** Biology I or Introduction to Health Science

### **Sports Medicine 2 (11, 12)**

This course is a continuation of Sports Medicine 1 for students interested in career opportunities available as athletic trainers, physical therapists, and physicians in the sports medicine field. Students are instructed in basic body anatomy and physiology as it relates to the principles of conditioning and the treatment of athletic injuries. Students study both devices used in prevention and care of athletic injuries.

**Credit:** 1 Unit

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

### **Health Science, work-based credit**

The work-based experience must be a part of the student’s major, career goal and individual graduation plan. The student must have completed at least two of the courses included in their Health Science Program, and be enrolled in a third course to be eligible for participation. The student will spend a minimum of 100-200 hours interning in a field related to content that is specific to their Health Science program of study (Health Science or Sports Medicine). The internship may or may not occur during regular school hours, and students may enroll to earn this credit throughout the school year. Students and their families must work together with the Health Science and Sports Medicine Instructors and the work-based learning coordinator to create the work-based partnership. Students may not enroll in the work-based course until the work-based partnership has been created and approved.

**Credit:** .5 or 1.0 depending on number of hours worked

**Prerequisite:** completion of 2 Health Science or Sports Medicine classes and current enrollment in a 3<sup>rd</sup> class

### **PROJECT LEAD THE WAY**

*This Pre-Engineering Program is a four year sequence of course which, when combined with college preparatory math and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. This program uses the Project Lead the Way curriculum that is the nation's leading activities-, project-, and problem-based (APPB) program for middle and high school STEM education. More than 300,000 students are currently engages in PLTW classes in nearly 3,500 schools in all 50 states, the District of Columbia, and the Virgin Islands.*

#### **Introduction to Engineering Design (IED)**

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software and a 3D printer.

**Credit:** 1 Unit

**Prerequisite:** Concurrent enrollment in Algebra 1 CP or higher; Algebra 1 CP or higher

#### **Principles of Engineering (POE)**

Designed to help students understand the fields of engineering and engineering technology, this course will tap your creativity, enhance your teamwork skills, and develop your skills in documenting and recording your solutions to problems. Fundamental principles of engineering; dynamics, kinematics, machines, hydraulics, thermodynamics, and strength of materials are surveyed. Students create projects which exemplify the principal and learn the associated mathematics.

**Credit:** 1 Unit

**Prerequisite:** Algebra 1 CP, Introduction to Engineering Design (IED), Physical Science or Physics

#### **Civil Engineering and Architecture (CEA)**

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art 3D architecture design software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: The Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation. Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects.

**Credit:** 1 Unit

**Prerequisite:** Algebra 1 CP or higher, Introduction to Engineering, and Principles of Engineering (POE)

#### **Digital Electronics (DE)**

This course is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc.

**Credit:** 1 Unit

**Prerequisite:** Algebra 1 CP, Intro to Engineering Design (IED), Principles of Engineering (POE)

#### **Biotechnical Engineering (BE)**

This course provides students an opportunity to cover topics ranging from DNA and genetic recombination to forensic investigative skills. Biotechnical Engineering is a specialty course in the Project Lead the Way curriculum. Relevant projects from the diverse fields of bio-technology, bio-engineering, bio-medical engineering, and bio-molecular engineering enable students to apply and concurrently develop knowledge and skills in biology, physics, technology, and mathematics.

**Credit:** 1 Unit

**Prerequisite:** Algebra 1 CP, Biology 1 CP, Intro to Engineering Design (IED), Principles of Engineering (POE)

#### **Engineering Design and Development (EDD)**



This is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the course.

**Credit:** 1 Unit

**Prerequisite:** Introduction to Engineering Design (IED), Principals of Engineering (POE), and Digital Electronics (DE) or Biotechnical Engineering; Algebra 1 CP, students who have had Algebra 1 and Geometry

### **Pre-Engineering/Industrial Technology Education, work-based credit**

The work-based experience must be a part of the student's major, career goal and individual graduation plan. The student must have completed at least two of the courses included in the Project Lead the way program, and be enrolled in a third course to be eligible for participation. The student will spend a minimum of 200 hours interning in a field related to content that is specific to the Project Lead the Way program of study. The internship may or may not occur during regular school hours, and students may enroll to earn this credit throughout the school year. Students and their families must work together with the Project Lead the Way Instructor and the work-based learning coordinator to create the work-based partnership. Students may not enroll in the work-based course until the work-based partnership has been created and approved.

**Credit:** 0.5 or 1.0 depending on number of hours worked

**Prerequisite:** completion of 2 Project Lead the Way courses and current enrollment in a 3<sup>rd</sup> class

### **VIRTUAL ENTERPRISE**

*These courses allow students to experience all facets of being employees in a virtual firm. Students engage in actual business tasks, activities, and transactions including trading with other simulated firms around the world. This experience enables students to develop business, technical, interpersonal, problem-solving, and teamwork skill.*

**Virtual Enterprise 1 (10-12)**

**Credit:** 1 unit

**Virtual Enterprise 2**

**Credit:** 1 unit

**Virtual Enterprise 3**

**Credit:** 1 unit

**Virtual Enterprise 4**

**Credit:** 1 unit

### **FINE ARTS**

*The Arts Department offers a wide range of courses to meet the interests and talents of students of varying levels. Courses are offered in the areas of visual arts, music, theater and dance. The arts curricula are based on state and national standards and goals. The broad goals of all arts courses are to develop skills, knowledge, and techniques in arts literacy, creative expression, aesthetic valuing and perception, and historical and cultural heritage.*

#### **Art 1**

This foundational course provides a basic knowledge in two dimensional and three-dimensional arts. The broad goals in Art 1 are to develop skills, knowledge and techniques utilizing the elements and principals of design, while incorporating references to art history.

**Credit:** ½ Unit

#### **2D Art**

This course provides opportunities to use a wide variety of drawing and painting media, techniques, and styles, concentrating on the elements and principals of design. Experiences include, but not limited to, contour drawing, value and texture, portrait and figure drawing, still life perspective.

**Credit:** 1 Unit

**Prerequisite(s):** Art 1

#### **Ceramics- 10, 11, 12 Grades only**

This course is designed for students who wish to pursue an in depth study of pottery. This course exposes the student to three-dimensional techniques and processes to produce both functional and nonfunctional works of ceramic art. Students will gain an understanding of the nature and the history of ceramics and will develop technical skills by manipulating clay using both hand-building and wheel-throwing methods.

**Credit:** 1 Unit

### **3D (Sculpture) - 10, 11, 12 Grades only**

This course is for the student seriously interested in an in depth investigation of three-dimensional concepts and processes. Students will develop problem solving abilities and technical skills by producing a number of sculptures in a variety of media. Critical thinking, individual-style development, and creativity of ideas will be encouraged at this level.

**Credit:** 1 Unit

### **Painting**

Painting is designed to introduce the art student to a variety of painting techniques and media. Students will experience the different characteristics of acrylic, oil and watercolor paints while discovering how various applications can enhance an image and the expression of the artist. The art of Van Gogh, Monet, Picasso, Gauguin and O'Keefe will be researched and read to gain inspiration and knowledge for the students to employ.

**Credit:** 1 Unit

**Prerequisite(s):** Art 1

### **Printmaking**

This class is a study of printmaking concepts designed for the serious art student. It will focus on printmaking methods including relief, intaglio, serigraphy, monotypes and monoprints. Students will be introduced to the works of Durer, Degas, Rembrandt, Andy Warhol and street artists like Shepard Fairey and Banksy.

**Credit:** 1 Unit

**Prerequisite (s):** Art 1

### **Photography**

Student will study photography as an art form and will develop skills and techniques using digital media. Using computer technology and Adobe Photoshop, students will capture images with a digital camera to produce a variety of computer generated photographic images. Students should be highly motivated and capable of working independently. Students may have their own digital camera or checkout a digital camera from the school.

**Credit:** 1 Unit

**Prerequisite(s):** Art I

### **Media Arts**

Media Arts is a technology based art class. Students will use Adobe Photoshop and other media to integrate the elements and principals of design. Art/media production, art history, aesthetics, criticism and introductory study of media literacy are an integral part of the curriculum.

**Credit:** 1 Unit

**Prerequisite(s):** Art 1

### **The Art of Film**

The goal of this course is to help students develop knowledge that will enable them to appreciate the art and craft of film and to become more discerning viewers. The course includes a history of the significant technological advances and trends in filmmaking. Students learn the terminology, techniques, and artistic considerations of the medium and how to create short films using filmmaking software.

**Credit:** ½ Unit

**Prerequisite(s):** Art 1

### **Independent Study in Arts (11, 12)**

This course is an advanced art course designed for students who intend to pursue a career in some visual art area. Students who apply for this course should have maintained a B or better average in Art 1 and at least 2 specialized art classes. The broad goal for the course is to provide the opportunity for the serious art student to pursue a study in selected areas of art to be determined by the student and the teacher.

**Credit:** 1 Unit or 1 Unit weighted

**Prerequisite(s):** 3 Art credits, and Teacher Approval only

### **Talented and Gifted Visual Arts**

This course is for students who have been auditioned and selected according to state guidelines. Screenings include a workshop, an interview, and a portfolio of six works. Students selected explore visual problems solved in working in various media. Visiting artists, field studies, and special projects are a major part of the class.

**Credit:** 1 Unit weighted

**Prerequisite(s):** Audition and Selection Only

## **CHOIR**

All students involved in the Choral Department at BHS will be placed in the proper ensemble based on the qualifications below. More details information can be found at [tiny.cc/bhssings](http://tiny.cc/bhssings). Concert performances are required of all members. All ensembles are year-long, **one being a late-bird (strictly after-school)** program.

### **Chorus I (Mixed Chorus - predominantly 9th grade students, mixed voices)**

This year-long course provides a beginning choral music experience for students who like to sing. It is an opportunity to gain the basic vocal skills, music literacy, and choral experience required for membership in advanced BHS choral organizations. Students are introduced to the basics of singing & vocal production, music literacy, & performance techniques. Students are required to participate in two major concerts per year, two school assemblies, the annual Fine Arts Festival. Students are required to audition for RSD2 Honor Choir. Choir students must pass the fall semester in order to participate in any festivals or extracurricular choir trips in the spring.

**Cost: \$75 fee + attire fee (returning members need not purchase attire if they already have what is required for the year.)**

**Credit:** 1 Unit

**Prerequisite(s):** Voice screening + meeting with director

### **Chorus 2 (Treble Singers- Intermediate, 9<sup>th</sup> – 10<sup>th</sup> grade female voices)**

This year-long, auditioned ensemble is open to all students who successfully pass an audition during the spring semester of the previous school year. This course is intended to continue the development of basic skills: music literacy, vocal development, & proper rehearsal & performance of quality choral music representing many styles & cultures. At this level, students will prepare for their placement audition into the advanced choirs. Each year, all students are required to participate in two major concerts, two school assemblies, & a number of community events. honor choir opportunities. Students must pass the fall semester in order to continue to the spring semester. Students are required to audition for RSD2 Honor Choir. Choir students must pass the fall semester in order to participate in any festivals or extracurricular choir trips in the spring.

**Cost: \$75 fee + attire fee (returning members need not purchase attire if they already have what is required for the year.)**

**Credit:** 1 Unit

**Prerequisite(s):** Mixed Chorus (unless noted by director);

**Audition Required → placement strictly based on director's recommendation**

### **Chorus 3 (Concert Choir-Advanced/ Honors, mainly 10<sup>th</sup> -12<sup>th</sup> grade, mixed voices)**

This select mixed choir is open to all students who successfully pass an audition during the spring semester of the previous school year. It is comprised of students who have demonstrated a high level of musicianship, vocal ability, scholarship, & character. As students continue to sharpen their music literary & vocal technique, the concentration is primarily on the rehearsal & performance of the finest choral literature in both classical & popular styles. Students will be required to participate in two school concerts, two State Choral Festivals,. Students are required to audition for [& hopefully participate in] All-State. Students must pass the fall semester in order to be eligible to participate in festivals & any extracurricular choir trips.

**Cost: \$75 + attire fee (returning members need not purchase attire if they already have what is required for the year.)**

**Credit:** 1 Unit – honors credit available

**Prerequisite(s):** Mixed Chorus, Treble Singers (for ladies) (unless noted by director); **Audition Required → placement strictly based on director's recommendation.**

### **Chorus 4 (Bella Voce - Advanced/Honors, mainly 10th-12th grade, female voices)**

This select women's chamber choir is open to all students who successfully pass an audition during the spring semester of the previous school year. It is comprised of young ladies who have demonstrated the highest level of musicianship, vocal ability, scholarship, & character of all auditions. As students continue to sharpen their music literary & vocal technique, the concentration is primarily on the rehearsal & performance of the finest choral literature in both classical & popular styles. Students will be required to participate in two school concerts, two State Choral Festivals,. Students are required to audition for [ & hopefully participate in] All-State. Students must pass the fall semester in order to be eligible to participate in festivals & any extracurricular choir trips.

**Cost: \$75 + attire fee (returning members need not purchase attire if they already have what is required for the year.)**

**Credit: 1 Unit - honors credit available**

**Prerequisite(s):** Mixed Chorus, Treble Singers (unless noted by director);

**Audition Required** → placement strictly based on director's recommendation

### **acaBengals (Advanced/Honors, mainly 10th-12th grade, mixed)**

This year-long "*late bird*" course is open to all students who successfully pass an audition during the spring semester of the previous school year. This select group is comprised of 12 voices - those capable of harmonically & rhythmically-challenging music. The group performs music from a wide variety of genres: pop, jazz, r&b, rock, you name it! The extremely flexible, spur-of-the-moment-performing acaBengals perform between 10-12 times per year, ranging from two major concerts, local venues in the Blythewood & Columbia communities, & on local TV/radio stations. Students must be available to rehearse later hours in the evenings, ending no later than 8pm.

**Cost: \$75 fee + attire fee**

**Credit: 1 Unit**

**Prerequisite(s):** Mixed Chorus, Treble Singers (for ladies) (unless noted by director); **Audition Required** → placement strictly based on director's recommendation.

### **Dance 1**

This is a foundation dance course with no prior dance experience required and includes the following; movement/dance vocabulary, styles and technique, history and background, application of choreographic tools and composition principles in evaluating dance works, promotion of functional and artistic use of the movement/dance elements-body, space, time, dynamics-effort and relationships; and development of awareness of the body as an instrument of expression. Required performances and after-school rehearsals for performances are an integral part of the course. **Student uniforms are required in the form of black tank leotard, black footless tights and ballet slippers.**

**Credit:** 1/2 Unit

**Dance 2** This course is designed to further develop strength, flexibility, control and endurance. Concentration will be placed upon accurate execution of steps in isolated form and in combination of increasing length and difficulty. Exercise at the barre, center adagio, and allegro will incorporate technical proficiency, musicality and performance style. Students will begin specialized work on turns, partnering techniques and jumps to develop additional skills and strengths. Required performances and after-school rehearsals for performances are an integral part of the course work. A deeper focus on background and history of each style/technique will be researched. **Student uniforms are required in the form of black tank leotard, black footless tights and ballet slippers.**

**Credit:** 1 Unit

**Prerequisite(s):** Dance I and/or Teacher Recommendation.

### **Dance 3**

This course is designed to further develop strength, flexibility, control and endurance. Concentration will be placed upon accurate execution of steps in isolated form and in combination of increasing length and difficulty. Exercise at the barre, center adagio, and allegro will incorporate technical proficiency, musicality and performance style. Students will continue specialized work on turns, partnering techniques and jumps to develop additional skills and strengths. Required performances and after-school rehearsals for performances are an integral part of the course work. This course will still have a continued focus on the history and background of each style. **Student uniforms are required in the form of tank leotard, black footless tights, and tan pull-on jazz shoes.**

**Credit:** 1 Unit

**Prerequisite(s):** Dance 2 and/or Teacher Recommendation

**Talented & Gifted Dance/Choreography**

This course is designed for students that are identified as gifted in dance by the state guidelines. This class focuses on intermediate/advanced technique skills in ballet, modern, jazz, and hip hop dance. Students will be implementing improvisational and choreographic concepts to create dance works that will be featured in the Fall and Spring concerts. Choreography will be created alone, in groups, and with computer software. This group will perform outside of the school campus and act as the performance team for the Blythewood High School Dance Department and sometimes rehearse after school. **Student uniforms are required in the form of tank leotard, black footless tights, and tan pull-on jazz shoes.**

**Credit:** 1 Weighted Unit

**Prerequisite(s):** Audition and interview based on the state guidelines

**Drama Elective 1 Introduction to Theatre**

**Credit:** ½ Unit

This course is designed for the student who is interested in using theatre arts to explore current topical issues. Units will include ensemble building, basic acting skills, scene work, and small performances. This course is designed as an exploratory course for students who are interested in learning about theatre as an applied art form.

**Theatre 1**

**Credit:** 1 Unit

This course is designed for the student who is very interested in a more in depth exploration of the various disciplines in theatre arts. Students will be required to participate in one or two small productions which will require some after school rehearsal.

**Prerequisite:** Audition or Teacher Recommendation

**Theatre 2**

**Credit:** 1 Unit

This course is a more in-depth study of acting techniques, technical elements of production and theatre history and genres. A showcase production which will include some after school rehearsal will be required for successful completion of this course. Attendance of one outside performance per semester is required.

**Prerequisite:** A/B in Theatre 1 or Teacher Recommendation

**Theatre 3**

**Credit:** ½ unit

and Co-enrollment in Rehearsal (LB) .

This course will focus on directing and playwriting. Students will study directing techniques, script analysis and playwriting methods. Students will create and direct small productions as well as work with scripted materials. Students will also co-enroll in Rehearsal during the same semester they are enrolled in this course.

**Prerequisite:** A/B in Theatre 1 and 2 or Teacher Recommendation

**Drama 4: Gifted and Talented Drama**

This course will be filled by audition only, using the state guidelines for Artistically Gifted and Talented. Students will explore theatre through a variety of projects including performing, design, stagecraft, research, analysis, directing and a senior mastery project. Students will be required to keep a journal and participate in state drama events. Attendance of outside performances is required.

**Credit:** 1 Unit

**Prerequisites:** Drama 3 and Audition

**Rehearsal (LB)**

**Credit:** ½ unit

This course is a rehearsal course required for students enrolled in Talented & Gifted Theatre and Theatre 3.

**Musical Theater**

Musical Theatre students will learn the fundamentals of singing, acting and dancing. Students will study vocal delivery, character development and basic choreographic techniques. This class is open to singers, dancers, actors and a select number of students interested in technical theatre (costume, lights, and sound) and will culminate in a musical theatre production.

**Credit:** 1 Unit

**Prerequisites:** AUDITION REQUIRED

### **Instrumental Band Rehearsal- Marching Band (1<sup>st</sup> Semester)**

This semester-long “late bird” course is open to all students who successfully pass an audition in the spring semester of the previous school year. The Marching Band is comprised of wind instrumentalists, percussionists, and color guard. Color guard members do not have prerequisite requirements but must pass the audition in the spring semester of the previous school year. Wind instrumentalists must be enrolled in either Band 2-Concert or Band 3-Wind Symphony for both semesters. Percussionists must be enrolled in Percussion Technique (1<sup>st</sup> Semester) and Band 4-Percussion (2<sup>nd</sup> Semester). Students must attend Summer Band Camp, Fall Mini-Camp, after school rehearsals, football games, contests and parades.

**Cost:** The projected cost for 2014/2015 is \$450 per student. There will be fundraising opportunities for students to help offset the cost.

**Credit:** 1 Unit

**Prerequisite(s):** Audition and band director’s recommendation.

### **Band 2 –Concert Band**

This year-long “skinny” course is open to all students who successfully pass an audition. It is a performing band for students at an intermediate level of proficiency. The Concert Band provides structure for development of performance skills, tone production, technical facility, and music fundamentals. Students must attend a Winter Band Camp, after school sectionals, and concerts. **Concert band sectionals will meet once a week after-school beginning in November. Students who participate in Winter and/or Spring Athletics must also meet these**

**afterschool Concert band rehearsal requirements.** All students enrolled in Concert Band must also enroll in Instrumental Band Rehearsal-Marching Band during the fall semester. Exceptions will be made for students participating in BHS Fall Athletic Programs (Football, Cheerleading, Cross Country, Swimming, Women’s Tennis, and Volleyball) and those with medically documented physical limitations that would prohibit them from successful in Marching Band. **Cost:** \$75 –(Winter Camp Fee) Students will also need required performance attire (tuxedo/specific dress) There will be fundraising opportunities for students to help offset the fee payment. There will be fundraising opportunities for students to help offset the fee payment.

**Credit:** 1 Unit

**Prerequisite(s):** Audition and band director’s recommendation.

### **Band 3 –Wind Symphony**

This year-long “skinny” is open to all students who successfully pass an audition. It is a performing band for students at an advanced level of proficiency. The Wind Symphony provides structure for advanced development of performance skills, tone production, technical facility, and music fundamentals. Students must attend at Winter Band Camp, after school sectionals, and concerts. **Wind Symphony sectionals will meet once a week after-school beginning in November. Student athletes who participate in Winter and/or Spring Athletics must also meet**

**these after-school band rehearsal requirements.** All students enrolled in Wind Symphony must also enroll in Instrumental Band Rehearsal-Marching Band during the fall semester. Exceptions will be made for students participating in BHS Fall Athletic Programs ( Football, Cheerleading, Cross Country, Swimming, Women’s Tennis, and Volleyball) and those with medically documented physical limitations that would prohibit them from successful participation in Marching Band. **Cost:** \$75– (Winter Camp Fee) Students will also need required performance attire (tuxedo/specific dress) There will be fundraising opportunities for students to help offset this cost.

**Credit:** 1 Unit (can be weighted by contract if you have 2 previous credits in band)

**Prerequisite(s):** Audition and band director’s recommendation.

### **Jazz Band (2<sup>nd</sup> Semester)**

This semester-long “late bird” course is open to all students who play a jazz band instrument and successfully pass an audition in the prior fall semester. This is a performance-oriented ensemble which will study and perform various styles of jazz.

**Credit:** ½ Unit

**Prerequisite(s):** Audition and band director’s recommendation.

#### **Percussion Technique (1<sup>st</sup> Semester Only)**

This course is designed for all BHS percussion students. This class will begin with a focus on rudimental percussion techniques and gradually switch to concert and world ensemble techniques. Students will be assigned to Concert/Wind Symphony following marching band season. Students are required to attend one after school rehearsal per week for Concert/Symphonic Band following the marching band season. All students are required to participate in marching band unless excused for a qualifying sport (i.e. football, swimming, cross country, volleyball, girls tennis).

**Credit:** 1 Unit

**Prerequisite(s):** Audition and band director’s recommendation.

#### **Band Leadership Course (2<sup>nd</sup> Semester Only)**

This course is designed to give all band students the opportunity to learn the aspects of leadership and life skills that are necessary to thrive beyond high school. The course will discuss the history and origin of basic leadership principles as well as cutting edge practices of leadership used today.

Credit = ½ Unit

#### **Color Guard Class: (1<sup>st</sup> Semester Only)**

This class is designed to explore all equipment and choreography options in the field of color guard. Students will need to audition in the spring of the previous school to be in this class. This is a required course for All Blue Legion Color Guard members.

Credit= ½ Unit

Prerequisite= Successfully pass an audition and band director recommendation

#### **Chamber Music Class: (1<sup>st</sup> Semester)**

This course is designed to offer students the opportunity to rehearse in a chamber music ensemble setting. There will be duets, trios, quartets, quintets, and large choir ensembles depending on the instrumentation of the class. In this setting, students will be able to rehearse music on their own as well as being coached on their specific ensemble music.

Credit= ½ unit

Prerequisite=Band Director recommendation only

#### **Band 4 Percussion (2<sup>nd</sup> Semester Only)**

This course is designed for all BHS percussion students. This class will begin with a focus on percussion needed for percussion performance. Most of the performing emphasis will be Percussion Ensemble literature. Students will also be assigned to Concert Band or Wind Symphony and will need to attend one afternoon rehearsal each week.

**Credit:** 1 Unit

**Prerequisite(s):** Successful completion of 1<sup>st</sup> semester Percussion Techniques. Audition and/or band director’s recommendation.

#### **Instrument Music Adv. 1(World Music)**

This course is open to all students with an interest in the performance of Japanese Taiko drumming, West African drum and dance and Caribbean steel drumming. A background in music reading is not necessary but greatly beneficial. Students will experience various world cultures through an in-depth examination of musical traditions influenced by cultural, political, geographical, historical and social trends. Japanese Taiko drumming and West African drum and dance will be taught through aural tradition. Steel drumming will require some fundamental music reading skills. The course will culminate in a final exam performance.

**Credit:** ½ Unit

**Prerequisite(s):** Band director’s recommendation and by interview process.

#### **Steel Band**

This course is a yearlong “skinny” that will introduce students to the different instruments and styles seen in the traditional steel band. This is a performance based class that will perform several times throughout the year at various venues. Students will learn the cultural significance of the musical idiom while also learning a varied repertoire and improvisational techniques for performance. Students are encouraged to continue from year to year as the literature and instrument changes will provide new and challenging opportunities for musical growth.

**Credit:** ½ Unit

**Prerequisite:** Director’s recommendation. Previous steel band experience is not necessary, however; students must be able to read notation.

## ORCHESTRA

All students at BHS will be placed in the appropriate level orchestra according to the descriptions below. More details information can be found in the syllabus at [www.bhsorchestra.com](http://www.bhsorchestra.com). Concert performances are required of all members. Each Orchestra course is a yearlong course. Orchestra members must pass the fall semester in order to continue in the spring semester.

### 9<sup>th</sup> Grade STRING ORCHESTRA (1)

All 9<sup>th</sup> graders will be enrolled in this course. Students enrolled in this class should have three years of instruction in a Richland 2 middle school orchestra or exhibit skills that equal to that level of ability.

**Credit:** 1 Unit

### CONCERT ORCHESTRA (2)

Students move to this course after 9<sup>th</sup> grade.

**Credit:** 1 Unit

### CHAMBER ORCHESTRA (3)

Placement in this ensemble is by audition only and is a reflection of skills that exceed BHS Orchestra level 2. Honors credit is offered to all students in this ensemble who fulfill the separate contract requirements.

**Credit:** 1 Unit

## HEALTH / PHYSICAL EDUCATION

*One unit in physical education (PE) or JROTC is required for graduation. The PE requirement may be met only through Physical Education required or JROTC. Students may take 3 additional credits of PE as electives toward graduation. Note:* The \$20 course fee includes school required uniform and use of a lock and locker.

### Physical Education

This class is designed for students to meet the PE requirement on South Carolina guidelines for graduation. Each student enrolled is required by the state physical education curriculum to meet competencies in at least 2 movement forms. Students learn about and are assessed in the five components of health-related fitness and the components of skill-related fitness. Students will participate in the SC Physical Education Assessment Program (SCPEAP). Students are encouraged to take this course during their freshman year.

**Credit:** 1 Unit

### Advanced Physical Education: Conditioning for Football (10, 11, 12)

Advanced PE is an elective class that meets each semester 7th/8th block. The class includes weight lifting, cardiovascular conditioning, skill-related fitness, interval training, isometrics and plyometrics. The class is recommended for athletes or those serious about physical activity and football. Note: All students must purchase a PE uniform and a lock.

**Credit:** 1 Unit

**Prerequisite(s):** PE and approval by a coach.

### Advanced Physical Education: Conditioning for Baseball (10, 11, 12)



Advanced PE is designed to promote cardiovascular conditioning and skills needed for baseball. The class meets 7/8 block second semester. The class includes weight lifting, cardiovascular conditioning, skill-related fitness, interval training, isometrics and plyometrics.

**Credit:** 1 Unit

**Prerequisite(s):** PE and approval by a coach.

**Advanced Physical Education: Conditioning and Weight Training (10, 11, 12)**

This class includes weight lifting, cardiovascular conditioning, and vigorous agility training. The class is recommended for athletes or those serious about physical activity.

**Credit:** 1 Unit

**Prerequisite(s):** PE

**Advanced Physical Education: Conditioning for Girls' Soccer (10, 11, 12)**

Advanced PE is designed to promote cardiovascular conditioning and skills needed for baseball. The class meets 7/8 block second semester. The class includes weight lifting, cardiovascular conditioning, skill-related fitness, interval training, isometrics and plyometrics.

**Credit:** 1 Unit

**Prerequisite(s):** PE

**Advanced Physical Education: Conditioning for Boys' Basketball (10, 11, 12)**

Advanced Physical Education is designed to promote cardiovascular conditioning and skills needed for basketball. This course is open to any male student who wants to learn the technical and tactical aspects of basketball. The class includes weight lifting, cardiovascular conditioning, skill-related fitness, interval training, isometrics and plyometrics.

**Credit:** 1 Unit

**Prerequisite(s):** PE and approval by a coach.

**Advanced Physical Education: Conditioning for Girls' Basketball (10, 11, 12)**

Advanced Physical Education is designed to promote cardiovascular conditioning and skills needed for basketball. This course is open to any female student who wants to learn the technical and tactical aspects of basketball. The class includes weight lifting, cardiovascular conditioning, skill-related fitness, interval training, isometrics and plyometrics.

**Credit:** 1 Unit

**Prerequisite(s):** PE and approval by a coach.

**Personal Health**

This course is designed to provide students the skills and information needed to become health literate, maintain and improve their health, prevent disease, and reduce health-related risk behaviors. Instruction will include topics addressing personal and community health; mental, social and emotional health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco and other drugs; and human growth and development. This course meets the District 2 health requirement for graduation.

**Credit:** ½ Unit

**PE Elective Athletes Forum 1**

This course prepares student/athletes for educational and athletic opportunities after graduation from high school. This class initiates a four year program beginning with each student/athletes freshman year. This class promotes scholastic excellence and will help guide, educate, and organize each student/ athlete in the recruiting process. PE Elective (Athletes Forum 760) will assist each athlete and their parents in determining the best fit athletically, and most important, academically. This class includes worksheets, checklists, guest speakers, college admission research, eligibility research, behavior education, and other college prep topics that will assist each student/athlete in achieving his/her goals and dreams.

**Credit:** ½ Unit each year (grades 9-12)

**Pre-requisite:** Student must be a member of an athletic team

**PE Elective Athletes Forum 2**

This course concludes a two-part program, beginning with Athletes Forum 1, and continues student athlete preparation for educational and athletic opportunities after graduation from high school. By a student athlete's junior year, Athletes Forum 770 will promote scholastic excellence as it will help guide, educate, and organize each student athlete in the recruiting process. This course will assist each athlete and their parents in determining the best fit athletically, and most important, academically. It will include a review of academic and athletic benchmarks used as eligibility and recruiting tools; once a goal has been reached, new goals are established. Workshops, checklists, guest speakers, college admission research, eligibility research, behavior education, and other college prep topics that will assist each student/athlete in achieving his/her goals and dreams.

### **JROTC**

*The Junior Reserve Officers Training Corps (JROTC) Program at BHS prepares students for responsible leadership roles while promoting scholastic excellence and an awareness of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school and provides instruction, training, and rewarding opportunities that will benefit the JROTC cadet, the community, and ultimately, the nation. Students enrolled in JROTC classes must meet US Army haircut standards and wear the Army uniform at least once each week. Uniforms, which are US Government property, are issued at no charge to the student but must be returned at the end of the year. The student may receive an F in the course for failure to wear the uniform on three separate occasions or failure to conform to JROTC standard. Absolutely no military obligation is incurred as a result of enrollment in the Army JROTC program.*

#### **Army JROTC 1 (LET 1)**

This course includes the foundations of Army JROTC ; getting involved, the making of a better citizen; the history, purpose, ranks, organizational structure and awards of the Army JROTC program; the traditions, customs, and courtesies of the military; respect for the US Flag and national Anthem and the importance of civilian career planning, goal setting and time management.

**Credit:** 1 Unit

#### **Army JROTC 2 (LET 2)**

This second course introduces basic leadership skills, promotes self awareness, conflict resolution, appreciation for diversity, and requires cadets to develop a personal growth plan. Cadets will be exposed to a series of subjects to enhance their oral and written communication skills, and study habits. Additionally, cadets will assist in planning and participating in a service learning project.

**Credit:** 1 Unit

**Prerequisite(s):** JROTC 1

#### **Army JROTC 3 (LET 3)**

This is the first semester of the performance oriented classes in ROTC. Cadets learn to develop a personal exercise program, evaluate how diet impacts life, assess how stress impacts your life, how to read a map, unique geographic characteristics, foundation of the American Political system, and drug awareness. The cadet assumes greater responsibilities of leadership in the squad and platoon, and they will have an opportunity to practice the leadership theories taught in the preceding year.

**Credit:** 1 Unit

**Prerequisite(s):** JROTC 2

#### **Army JROTC 4 (LET 4)**

Continuing with performance oriented classes; cadets receive classes on first aid for emergency and non-emergency situations, achieving a healthy lifestyle, and citizenship in American History and government. The cadet assumes greater responsibilities of leadership in the squad and platoon, and they will have an opportunity to practice the leadership theories taught in the preceding year and can be used to fill senior leadership positions.

**Credit:** 1 Unit

**Prerequisite(s):** Completion of JROTC 3, 10th through 12th grade status

#### **Army JROTC 5 (LET 5)**

This is the applied leadership development course. Cadets of this class normally fill the senior cadet positions, and they will have an opportunity to practice the leadership theories taught in the preceding years. Instruction in the finer techniques of leadership, including delegation of authority, and supervision of subordinates are the highlights for

this year's instruction. The cadet staff officers, under the supervision of the Battalion Executive Officer, will perform all of the administration required to keep the Corps of Cadets functioning smoothly. In addition, LET-5 cadets will be called upon frequently to prepare for and teach classes. Among subjects covered during the year are: advanced map reading, marksmanship, military history, and communications.

**Credit:** 1 Unit

**Prerequisite(s):** Completion of JROTC 4, 11th through 12th grade status

### **Army JROTC 6 (LET 6)**

Continuing the applied leadership development year; the cadets in conjunction with the battalion staff are the primary trainers for the Cadet Corps. Cadets of this class normally fill the senior cadet positions, and they will have an opportunity to practice the leadership theories taught in the preceding years. Instructions includes: managing conflict, decision making and problem solving, career planning, college preparation, and ethical choices, decisions, and consequences. Cadets will prepare for and teach classes.

**Credit:** 1 Unit

**Prerequisite(s):** Completion of JROTC 5, 11th through 12th grade status

### **Army JROTC 7 (LET 7)**

These cadets are experienced and they will be placed in a course of study with primary emphasis placed on the cadet's leadership duties and responsibilities within the Corps of Cadets. They will act as a class leader or assistant class leader. Cadets will serve as instructors for leadership lab, first aid, map reading, etc. Additionally, the cadets will receive classes in career and college preparation.

**Credit:** 1 Unit

**Prerequisite(s):** JROTC 6, 12th grade class and by Instructional Staff nomination only.

### **Army JROTC 8 (LET 8)**

Army JROTC 8 is designed for eighth semester cadets and is the climax of JROTC Classes. The cadets who are accepted for this program are a select group. They will serve as the senior leadership for the Corps of Cadets and they are the most experienced and will be placed in a course of study with primary emphasis placed on the cadet's leadership duties and responsibilities within the Corps of Cadets. They will act as a class leader or assistant class leader. Cadets will serve as instructors for leadership lab, first aid, map reading, etc. Additionally, the cadets will receive classes in career and college preparation.

**Credit:** 1 Unit

**Prerequisite(s):** JROTC 7, 12th grade class and by Instructional Staff nomination only.

## **ADVANCED PLACEMENT (AP) COURSES**

*These courses have been audited and authorized by the College Board to use the "AP®" designation. All students enrolled in an AP course will take a comprehensive exam offered by the College Board in May. The Advanced Placement is offered as a service to students; therefore, all students who are enrolled in this program will be required to take the Advanced Placement Examination. If the student does not take the exam, he/she will be charged for the cost of the exam (~\$86) and will have to take an exam from the teacher which will count 20% of the final grade. If a student withdraws from the course after the 5 day allotted time, he/she will receive a WF and will be charged the cost of the exam.*

## **ENGLISH DEPARTMENT**

### **Advanced Placement English Language and Composition**

AP Language and Composition is a year-long intense reading and writing college-level course designed for the eleventh grade honor student. The student should be able to work independently and demonstrate above-average grade-level proficiency in writing. Through the study of primarily American literature, students will develop skills in critical and analytical reading and writing, literary interpretation, rhetorical analysis, argumentation, advanced grammar and usage, research, and documentation. Students will take practice tests in preparation for the AP Language and Composition exam. See collegeboard.com for course information. See school website for required summer reading list for honors students. It is strongly recommended that students be enrolled in AP US History concurrently.

**Note:** This course meets the English 3 requirement.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** English 2 Honors or teacher recommendation; high standardized test scores.

### **AP English Literature**

This course is designed for students who have been enrolled in the honors program. The course focuses on sophisticated literary analysis and on the critical reading and writing skills expected of college-level literature courses. Students are required to take the AP Literature and Composition Exam. See school website for required summer reading list for honors students. **Note:** This course meets the English 4 requirement.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** AP Language and Composition or English 3 Honors and high standardized test scores.

## **MATHEMATICS DEPARTMENT**

### **Advanced Placement Calculus AB**

In this course, students will review and extend their knowledge of algebra, geometry, trigonometry, calculus, and other areas of mathematics. The major topics covered include differentiation, integration, and series. The TI-89 Graphing Calculator will be used and it is expected that students understand how to properly use it by the end of the course.

**Credit:** 1 Unit

**Prerequisite(s):** Pre-Calculus Honors

### **Advanced Placement Calculus BC**

This year-long 45 minute course acquaints students with calculus principles such as derivatives, integrals, limits, approximation, applications and modeling, and sequences and series. During this course, students will gain experience in the use of calculus and learn how calculus may be applied to practical applications.

**Credit:** 1 Unit

**Prerequisite:** AP Calculus AB

### **Advanced Placement Statistics**

This is a college level mathematics course that prepares students for the AP Statistics Advanced Placement Examination. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is equivalent to a one semester, introductory, non-calculus based college course.

**Credit:** 1 Unit

**Prerequisite(s):** Algebra 2 Honors with teacher recommendation

## **SCIENCE DEPARTMENT**

### **Biology 2 Honors/ Advanced Placement Biology (11<sup>th</sup>, 12<sup>th</sup>)**

These courses are designed for students who may plan to take a rigorous course load at the college level. Emphasis is placed on the following areas: the process of evolution, how biological systems utilize free energy and molecular building blocks, how living systems store and respond to information, and how biological systems interact. These courses are designed to prepare students for the AP Test in Biology given in May by the College Board. Successful completion of this course with a passing grade on the AP exam may potentially satisfy the requirements for college science courses regardless of the major. Students will be required to develop a lab notebook that will demonstrate the completion of suggested laboratory activities recommended by the College Board for this course as well as independent research topics.

**Credit:** 1 Unit Weighted for Biology 2 Honors and 1 Unit Weighted for AP Biology

**Prerequisite(s):** Chemistry 1 and Biology 1 Honors or Biology 1 CP may be substituted with teacher recommendation.

### **Chemistry 2 Honors/ Advanced Placement Chemistry (11<sup>th</sup>, 12<sup>th</sup>)**

These courses are designed for students who have completed Chemistry 1, plan to take chemistry courses in college, and have high math ability. Emphasis is placed on problem solving in the areas of equilibrium stoichiometry, solution chemistry, bonding oxidation/reduction reactions, thermochemistry, etc. About 50% of the time in this course is spent in an extensive lab program. Students will take the AP Exam in Chemistry given in May by the

College Board. Successful completion of this course with a passing AP score may potentially satisfy the requirements for college science courses regardless of the major. In addition to taking the test in May, students will also be required to develop and maintain a collection of lab reports and other lab documents that will demonstrate the completion of laboratory activities

**Credit:** 1 Unit Weighted for Chemistry 2 Honors and 1 Unit Weighted for AP Chemistry

**Prerequisite(s):** Chemistry 1 CP with teacher recommendation or Chemistry 1 Honors, and completion or concurrent enrollment in Alg. 3.

### **Advanced Placement Physics 1 and 2**

This course is designed for students who plan to take physics course in college, and have high math ability. Emphasis is placed on problem solving in the areas of mechanics, electromagnetism, optics, fluids, thermodynamics, and nuclear physics. In addition to taking two AP exams in May, students will also be required to develop and maintain a lab composition notebook that will demonstrate the completion of laboratory activities recommended by the College Board for this course. The student must have a graphing calculator for this course.

**Credit:** 2 Units Weighted

**Prerequisite(s):** Completion OR concurrent enrollment in Pre-Calculus

### **SOCIAL STUDIES DEPARTMENT**

### **Advanced Placement Human Geography (9th)**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course is designed to prepare students for the College Board's Advanced Placement examination in Human Geography. Success on this exam may earn students college credit.

**Credit:** 1 unit weighted

**Prerequisite(s):** Teacher recommendation and concurrent enrollment in English 1 Honors

### **Advanced Placement European History**

This course will prepare students for the AP Exam in European History, to be administered at the end of their sophomore year. In addition to providing a basic narrative of events and movements, the goals of the Advanced Placement Program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and to express historical understanding in writing. Three major themes included in this course are European intellectual and cultural history, political and diplomatic history and social and economic history.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Teacher recommendation and Concurrent enrollment in English 2 Honors

### **Advanced Placement US Government & Politics**

This course is recommended for exceptionally talented college-bound students who have demonstrated a previous record of excellence in English and social studies courses and who are interested in government and politics. It will prepare students for the Advanced Placement Examination in which they may earn college credit. It is designed to give students a critical perspective on politics and government in the United States.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** AP U.S. History or Honors U.S. History or U.S. History CP with teacher recommendation

### **Advanced Placement Psychology**

Advanced Placement Psychology is designed to introduce students to the systematic and scientific study of human development, behavior, learning, motivation, and personality of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with psychology. They also learn about the ethics and methods psychologists use in their science and practice. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

**Credit:** 1 Unit Weighted

**Prerequisite:** Successful completion of English I and World Geography

### **Advanced Placement US History (11<sup>th</sup>)**

This course is recommended for exceptionally talented college-bound students who have demonstrated a previous record of excellence in English and social studies courses. It is designed to prepare students for the College Board Advanced Placement Examination in which they may earn college credit. The scope of the course will include Colonial America through the Clinton Administration with emphasis placed on parallel readings and development of writing skills. Students enrolled in this course will take an EOC exam that will count 20% of the final grade in addition to the AP exam offered by the College Board in May.

**Credit:** 1 unit weighted

**Prerequisite(s):** World History Honors, AP European History or teacher recommendation.

### **AP Capstone Seminar**

This is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

## **WORLD LANGUAGE DEPARTMENT**

### **Advanced Placement Spanish Language**

This course involves an in-depth study of the Spanish Language as well as the Hispanic culture. The emphasis will be on authentic materials. It is a college level course designed to prepare students for the College Board Advanced Placement Language Examination. Students who perform successfully on the examination are able to receive degree credit for most colleges and universities. The Advanced Placement program is offered as a service to students; therefore, all students who are enrolled in this program will be required to take the Advanced Placement Examination

**Credit:** 1 Unit Weighted

**Prerequisite(s):** Spanish 4 Honors with teacher recommendation

## **FINE ARTS DEPARTMENT**

### **Advanced Placement Art Studio (10, 11<sup>th</sup>, 12<sup>th</sup>)**

Students should select the appropriate AP studio art course (Drawing, 2D, 3D) based on individual interest, experience and ability. It is in the best interest of the students to have taken at least 3 visual arts courses before pursuing this level of course work. These courses address: 1) achievement of quality in a student's work; 2) the student's concentration on a particular visual interest or problem and 3) the student's breadth of experience in art and his/her development of technical and expressive styles. Students are required to submit a portfolio to the AP Program of the College Board for evaluation in May. College credit may be earned for a score of at least three.

**Credit:** 1 Unit Weighted

**Prerequisite(s):** 3 Art credits and/or Teacher Recommendation

### **Advancement via Individual Determination (AVID)**

*AVID is a comprehensive program designed to assist students in meeting the challenges of a rigorous high school curriculum. Students who are identified for AVID are perceived to have high potential despite average grades. AVID provides intensive support to students through study skills, college student mentor-tutors, test preparation, college information, family involvement and motivational activities. All students are required to participate in extra-curricular activities, engage in community service, and attend cultural events. There is an application process to enter the program that includes an interview with the site team. Students must first be admitted to the program before taking any AVID courses. Students enter prior to their freshmen year.*

#### **AVID 1**

**Credit:** 1 Unit

#### **AVID 2**

**Credit:** 1 Unit

**Prerequisite:** AVID 1

#### **AVID 3**

**Credit:** 1 Unit

**Prerequisite:** AVID 2

#### **AVID 4**

**Credit:** 1 Unit

**Prerequisite:** AVID 3

## **Academy of Sports Careers and College Readiness (ASCCR)**

ASCCR uses the shared language and interest in sports to prepare and focus students for college readiness or meaningful career pathways in the 21st century workforce. Its vision is founded on the belief that all young people should be prepared for high-skill and high wage-careers, engage in quality learning experiences, and exhibit college and career readiness upon graduation from high school. Students will have opportunities for real-world learning in the medical and sports sciences through the development of critical thinking, communication skills, internships, and job shadowing with numerous community partners. Guided through academic, athletic, and employment recruitment processes, students are encouraged and given the opportunities to pursue and earn academic, service related, and athletic scholarships, or certifications proving to employers they have the skills required for success.

### **Pathway #1 – Sports Medicine, Health, and Fitness (SMHF)**

Students interested in pursuing careers in a SMHF will be offered a variety of experiences in a sports healthcare field, assist with the training of athletes, tend to sports injuries during practice and games, and will be prepared for immediate employment or admittance to an institution of higher education. Please reference p.25 for the Health Science Individual Graduation Plan.

### **Pathway #2 – Sports Multi-Media Productions (SMMP)**

Students interested in pursuing careers in SMMP will develop skills in digital and multi-media arts production. Hands-on and project-based, students will be introduced to multi-media software, produce media releases, media guides, advertisements, and production of school-related events. To complete the SMMP pathway and achieve potential certification students must take Journalism 1 and Sports Journalism, along with two other pathway elective courses: Journalism 2 (Broadcast), Journalism 2 (Yearbook), Journalism 3, Journalism 4, or Media Broadcast.

### **Pathway #3 – Sports Entertainment Management and Marketing (SEMM)**

Students interested in SEMM are encouraged to participate in a pathway responsible for promoting BHS events, operating an on-campus and online store, manage finances, host major events, and develop skills to become a business and marketing leader. Students will gain the fundamental knowledge and skills necessary to realistically evaluate potential to become a business operator or owner.

Please reference p. 29 for the Marketing Management Individual Graduation Plan.

### **Pathway #4 – Athlete’s Forum (AF)**

Students participating in athletics at the high school level and desire to pursue competition at the collegiate level will be enrolled in NCAA mandated courses and will be responsible for understanding and attaining NCAA qualification and college readiness. Students will establish a solid academic and athletic foundation, enhance character development, and solicit college acceptance and collegiate athletic competition.

To complete the Athletes Forum pathway students must take Athletes Forum 1 (9th or 10th), Athletes Forum 2 (11th or 12th), Sports Psychology, and Advanced Physical Education.

## **CAREER PREP PROGRAM**

The Career Prep Program is offered as an option to high school students who have been enrolled in and have been unsuccessful in a minimum of three (3 semesters in the ninth grade and whose test scores indicate a possible need for this program). This alternative program is unique to Richland School District Two, focuses on the job readiness and life skills necessary for students to successfully enter the workforce. Students learn the Work Keys skills necessary to pass the Applied Math, Locating Information and Reading for Information tests necessary for employment in major businesses which use this assessment for hiring purposes. A minimum of a National Career Readiness Certificate (Bronze Level) and 200 hours of paid work experience along with positive employer evaluations are required for successful completion of this program.

It is an option to any high school student who has unsuccessfully attempted the regular academic courses required in the ninth grade and who has scored in the bottom quartile on standardized testing.

Career Prep consists of English for Real World I, II, and III; Math for the Real World I, II, and III, and Job Readiness I, II, and III. Students are also required to complete Health, Integrated Business Applications and

Biology. The other block in the students' schedules is selected from one of the following: PE, a regular vocational/occupational class, or job training at a community-based job site.

Throughout the program, students will be assessed for their career interests and abilities. They will be taught the English and math skills required for their identified career area as well as those skills needed to be an independent adult. The program also covers pre-employment and job-specific vocational skills (either in a vocational class or on a job site).

Following the pre-employment and job-specific training in the classroom, students take part in job shadowing and non-paid internships within their career cluster to provide on-the-job work experiences. Students are also required to take part in community service projects throughout the year. A job coach develops job-training sites in the community and trains students at the job sites. A business advisory board facilitates the identification of job-training sites as well as identifies the English and math skills needed in the work place.

**In order to graduate from the Career Prep program, students must master all English, Math, and Job Readiness competencies; pass (at a level 3 or higher) the Applied Math, Reading for Information, and Locating Information portions of Work Keys; and be working successfully for at least 200 hours at the time of graduation.**

#### DUAL ENROLLMENT

*Dual Enrollment courses are offered through Midlands Tech and taught by their staff on Blythewood's campus. To enroll in dual credit courses, students must take the ASSET test and meet specified criteria established by the college. The ASSET is administered at BHS in the fall of each year to all juniors. Completion of these courses does not guarantee that a college will accept the college credit. NOTE: **The student must receive credit in both Eng 101 & Eng 102 to meet the Eng 4 requirement for a high school diploma.***

#### **Eng 101 English Composition I (Seniors Only)**

This college-transfer course is offered in the Fall and emphasizes the study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing skills. A review of standard usage and the basic techniques of research are also presented.

**Asset Scores: Reading 40 Writing 30**

**Credit: 1 weighted unit for high school and 3 college credits**

#### **Eng 102 English Composition II (Seniors Only)**

This is a college-transfer course is offered in the spring and the following topics are presented: development of writing skills through logical organization, effective style, literary analysis and research. An introduction to literary genre is also included.

**Asset Scores: Reading 40 Writing 30**

**Credit: 1 weighted unit for high school and 3 college credits**

**Pre-requisite: Eng 101 – English Composition I**

#### **Psych 201 General Psychology (Seniors Only)**

This course includes the following topics and concepts in the science of behavior: scientific method, biological bases for behavior, perception, motivation, learning memory, development, personality, abnormal behavior, therapeutic techniques and social psychology.

**Asset Scores: Reading 40 Writing 20**

**Credit: 1 weighted unit for high school and 3 college credits**

#### **Crj 101 Introduction to Criminal Justice (Senior Only)**

This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice, including police organizations, court systems, correctional systems and juvenile justice agencies.

**Asset Scores: Reading 40 Writing 20 OR**

**Compass Scores: Reading 80 Writing 20**

#### **Soc 101 Introduction to Sociology (Seniors Only)**



This course emphasizes the fundamental concepts and principles of sociology, including culture, socialization, interaction, social groups and stratification, effects of population growth, and technology in society and social institutions.

**Asset Scores: Reading 40 Writing 20**

**Credit: 1 weighted unit for high school and 3 college credits**

### **English for Speakers of Other Languages (ESOL)**

*ESOL is a program designed for students for whom English is a second language. Emphasis is placed on assessing and proving services for students who are engaged in learning English as a new language. Students may choose not take the ESOL classes once they received a 5 on the ELDA test, English Language Development Assessment.*

#### **ESOL – A1 Level**

This course is designed to give beginning, non-native speakers of English the survival skills needed for school and real-world communication. Students build language skills primarily in listening and speaking formats and are introduced to the foundations of English phonics and syntax through reading and writing. Instruction in basic reading and writing skills for pre-literates or assistance with computer skills as needed. Placement by test scores/or Instructor recommendation

**Credit:** 1 Unit

#### **ESOL – A2 Level**

This course is designed to be a continuation of ESOL-A1 or a course for incoming students with limited English proficiency. Students build fluency in speaking and listening that move them beyond the survival level. Students also engage in reading and writing skills on inter-disciplinary topics for the purpose of building the foundations of vocabulary and understanding their other coursework. Placement by test scores/or Instructor recommendation

**Credit:** 1 Unit

#### **ESOL – B1 Level**

This course serves as a continuation of ESOL - A2 or as an entry point of study for intermediate English language learners. It is primarily designed to help students construct academic reading and writing skills, while simultaneously taking students into fluency in speaking and listening. Inter-disciplinary academic vocabulary is stressed while considering many topics of study. Diverse genres of literature and literary devices will be studied, and students will complete large, but leveled reading assignments. Writing for various purposes will be composed, revised, and edited. Placement by test scores/or Instructor recommendation

**Credit:** 1 Unit

#### **ESOL – B2 Level**

This course offers advanced learners of the English language the opportunity to continue their pursuit of academic proficiency beyond ESOL-B1 Level. Students participate in extended listening and speaking interactions and learn nuances of diverse forms of social communication. Students are challenged to read, analyze and evaluate novel-length pieces of literature as well as other forms of popular and academic writing. Students will also complete compositions on a variety of interdisciplinary topics using academically appropriate vocabulary and syntax. Placement by test scores/or Instructor recommendation

**Credit:** 1 Unit

### **HONORS FORUM**

*This program is designed for highly motivated students who seek a challenging academic environment. Students are accepted into the Honors Forum based on teacher recommendations, test scores, and their academic record. Students will be evaluated each year for continuation in the program. Students are encouraged to design a program of study that meets their personal and college goals. An Honors Forum diploma will be awarded to students in one of three categories at the end of their senior year based on the following requirements:*

**Cum Laude:**

- 4 Honors Courses
- 5 AP Courses
- GPA  $\geq$ 3.25

**Summa Cum Laude:**

- 4 Honors Courses
- 6 AP Courses
- GPA  $\geq$ 3.5

**Magna Cum Laude:**

- 4 Honors Courses
- 7 AP Courses
- GPA  $\geq$ 3.75

**HONORS FORUM ADVANCED SEMINAR (11, 12)**

This course is a requirement for graduation from BHS Honors Forum. Students will explore interdisciplinary topics in the humanities, arts, or sciences. Emphasis will be placed on reading skills, discussion, research, and writing. This course will assist students in understanding the requirements and expectations regarding the completion of the Honors Forum Senior Project.

**Credit:** ½ Unit weighted

**Prerequisite:** Honors Forum membership

**SOUTH CAROLINA LIFE SCHOLARSHIPS**

The Legislative Incentive for Future Excellence (LIFE) Scholarship is a merit-based scholarship program administered by the financial aid office at each eligible public and independent institution in South Carolina. The LIFE Scholarship may be used towards the cost-of-attendance for up to eight terms based on the students' initial college enrollment date. Student's must be enrolled in their first one-year program, first associate's degree, first two-year program leading to a baccalaureate degree, first baccalaureate degree, or first professional degree.

**The Purpose:** 1) Increase ACCESS to higher education, 2) Improve EMPLOYABILITY of South Carolina students, 3) Provide INCENTIVES for students to be better prepared for college, & 4) Encourage students to GRADUATE from college on time

**Award Amount: Eligible Institutions Award Amount\***

Four-year Public: Up to the cost-of-attendance, not to exceed \$4,700, plus a \$300 book allowance

Four-year Independent: Up to \$4,700 plus a \$300 book allowance

Two-year Public and Independent: Up to the cost-of-tuition at USC Regional campuses plus a \$300 book allowance

Technical: Up to the cost-of-tuition plus a \$300 book allowance

\*Award amounts are awarded half in the fall and half in the spring. Cost-of-tuition shall mean the award amount charged for registering for credit hours of instruction and mandatory fees assessed to all students. (The LIFE Scholarship in combination with all other scholarships and grants shall not exceed the cost-of-attendance as defined in Title IV regulations for any academic year.)

**General Eligibility Requirements:**

- Graduate from high school or complete a home school program as prescribed by law;
- Attend an eligible South Carolina public or private college or university;
- Be a South Carolina resident at the time of high school graduation and at the time of college enrollment;
- Be a U.S. citizen or a legal permanent resident;
- Be enrolled as a full-time degree-seeking student;
- Certify that he or she has never been convicted of any felonies and has not been convicted of any alcohol or other drug-related misdemeanor convictions within the past academic year;
- Verify that he or she is not in default and does not owe a refund or repayment on any Federal or State financial aid;
- Must not be a SC HOPE Scholarship, Palmetto Fellows Scholarship or Lottery Tuition Assistance

\*\*\* See your School Counselor for details\*\*\*

**PALMETTO FELLOWS SCHOLARSHIP**

The Palmetto Fellows Scholarship is a merit-based Scholarship administered by the South Carolina Commission on Higher Education. The annual award amount for each Palmetto Fellow cannot exceed \$6,700 per academic year. Assuming continued eligibility, half of the Scholarship is awarded in the fall term and half in the spring term (or its equivalent). The Scholarship must be applied directly toward the cost of attendance, less any other gift aid received. Palmetto Fellows may be supported for a maximum of eight full-time terms of study toward the first bachelor's degree at a participating four-year institution in South Carolina.

**The Purpose:**

- RECOGNIZE the most academically talented high school seniors in S.C.;
- ENCOURAGE academically talented students to attend college in the State; and
- RETAIN talented minority students who might otherwise pursue studies outside the State.

#### **Initial Eligibility Requirements:**

**For early awards**, students must submit applications to the Commission on Higher Education for the Palmetto Fellows Scholarship by **December 2015**. High school seniors may apply if they meet one of the two following academic requirements (students cannot use these criteria to meet the final award criteria):

1. Score at least 1200 on the SAT (27 on the ACT) by the November test administration, earn a minimum 3.50 cumulative GPA on the SC Uniform Grading Scale (UGS) at the end of the junior year, and rank in the top six percent of the class at the end of either the sophomore or the junior year; or
2. Score at least 1400 on the SAT (32 on the ACT) by the November test administration and earn a minimum 4.00 cumulative GPA on the SC UGS at the end of the junior year.

**For final awards**, students must submit applications to the Commission on Higher Education for the Palmetto Fellows Scholarship by **June 2016**. High school seniors may apply if they meet one of the two following academic requirements:

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

In order to be eligible to apply for a Palmetto Fellows Scholarship, a high school senior must also meet all of the following general eligibility requirements:

1. Be enrolled in an approved SC public or private high school, an approved SC home-school program of study or a preparatory high school located outside the State while a dependent of a legal resident of South Carolina;
2. Be a legal resident of South Carolina as defined in applicable State statutes governing the determination of residency for tuition and fee purposes;
3. Be a U.S. citizen or a legal permanent resident;
4. Be seriously considering attending, have applied, or have been accepted for admission to an eligible four-year institution in South Carolina;
5. Prove that he/she has never been convicted of any felonies and not been convicted of any alcohol or drug-related misdemeanor offenses within the past academic year by submitting a signed affidavit to the financial aid office at the institution at which the student is enrolled; and
6. Not be a recipient of the LIFE Scholarship, SC HOPE Scholarship or Lottery Tuition Assistance.

**\*\*\*See your School Counselor for details\*\*\***

#### ***DISTRICT GRADE CLASSIFICATION POLICY***

<i>Class</i>	<i>Number of Credits</i>
Freshman	Promotion from 8 <sup>th</sup> grade
Sophomore	5 ( including English 1 & 1 Math unit)
Junior	12 ( including 2 units of English & 2 units of Math)
Senior	18 ( including 3 units of English, 3 units of Math & projecting graduation)

Note: No more than two (2) units may be applied for any one summer school period. No more than six (6) units may be applied from summer school attendance and/or correspondence courses.

#### **STUDENT RECORDS**

By law, student records are private. They may be used by the school for the promotion of the student's welfare. Student records are not open to public inspection. Any member of the public or any public group desiring to inspect student records must obtain the written consent of the parents, legal guardians, and those students of legal age. Any questions concerning students' records should be addressed to the Guidance Department.

### **SPECIAL PROGRAMS**

Blythewood High offers a variety of special programs for disabled students designed to meet the needs of students in diploma and non-diploma programs. Mildly disabled students are served in a resource classroom based on Individual Education Plans (IEP). Blythewood High also offers programs for students with visual, hearing, orthopedic and emotional disabilities. In addition, Blythewood High offers programs for E.M.D. and T.M.D students. The degree of mainstreaming for these students is based on a student's Individual Education Plan.

### **NOTIFICATION OF COMPLIANCE TITLE IX OF THE EDUCATION AMENDMENTS OF 1972**

Richland County School District Two is an equal opportunity employer and provides equal access to educational programs for all students regardless of race, sex, national origin, or handicapping condition. Inquiries concerning application of Title IX or complaints alleging noncompliance should be directed to the: Personnel Director, Richland School District Two, 6831 Brookfield Road, Columbia, South Carolina 29206.

### **COURSE SELECTION**

Students are strongly encouraged to consider their teachers' recommendations when selecting courses in core areas (English, math, science, social studies, and foreign language). If a student chooses to make selections in the core areas that are different from the recommendations, a parent must sign a waiver and indicate the preferred course and level. Students are reminded that once school begins, a change in level may be impossible due to a lack of space in the course to which they wish to move or limitations in rearranging other courses in the student's schedule. In such cases, the student would be required to remain in the course originally chosen.

### **REGISTRATION PROCEDURES**

Course registration and student advisement begin in January. During advisement, guidance counselors will review the student's transcript, plan of clusters, Individual Graduation Plan, and the courses requested by the students and his/her parents. Students are encouraged to carefully read the registration guide. Both students and parents should exercise judgment and discuss course selections. Students should also consult with their guidance counselor and teachers if they have questions regarding course selections. Course selections are scheduled based upon students' requests and the students are randomly assigned to these sections. Due to schedule conflicts and changes in course offerings, the staff cannot guarantee that students will be scheduled for all of the courses they requests. Therefore, it is important that students select alternate courses. These alternates may likely be used when there are conflicts.

### **SCHEDULING**

A modified block schedule will continue to be the main form of scheduling for all high schools in the district this year. The goal of Blythewood High School is to meet the educational needs of all students. Attempts will be made to schedule all course requests when course prerequisites have been met. It may not be possible to fulfill certain course requests when there is insufficient enrollment in the course requested or when two or more course requests have the same meeting time. It is our hope to allow students to take the elective classes that they wish to take, but, due to scheduling conflicts and size limitations, this may not always be possible.

### **SCHEDULE CHANGES**

Students will be held responsible for completing a course once they have committed to and met the prerequisites for the course. Any schedule changes, which are requested once student orientation begins, will be closely monitored and discouraged. Students and parents need to remember that the master schedule for the year is based on student requests from the previous spring. Course offerings and teachers allotments are based on those requests. For this reason, changes made after a student is scheduled are very difficult and often impossible. Students who fail courses in the fall or spring need to sign up for summer school.

### **UNIFORM GRADING**

1. All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken (i.e. English 1 College Prep). When transcripts are received from out-of-state, or in-state from other than public schools, and letter grades are recorded, the following process will be used to transfer the grades into the student's record: A= 96; B=88; C=80; D=73; F=61

- Grades lower than 70 received from another school, but which are indicated as a passing grade from the sending institution, will be converted to a 73 numerical grade on the new scale.
- A grade of "P" (Passing) received from another school would be converted to a numerical designation based on information secured from the sending institution as to the approximate numerical value of the "P."

The receiving school will make the final determination regarding the conversion of a grade P into the uniform grading scale.

2. Two categories of weights are allowed: an additional .5 for Honors; and 1.0 for AP and Dual Credit courses.
3. The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school.
4. Grade point ratios will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA, which can then be ranked from the highest to the lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

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

### C. UNIFORM GRADING SCALE

The South Carolina State Board of Education approved the uniform grading scale that affects all South Carolina high school graduates. Numerical breaks for letter grades, weighting for specific courses, and conversion chart for computing GPR is shown below.

#### 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

## DROPPING AND ADDING COURSES

The state uniform grading system also defines the conditions for withdrawing from courses. Those conditions are as follows:

- With the first day of enrollment as the baseline, students who withdraw from a course within 3 days of a 45-day course, 5 days of a 90-day course, or 10 days in a 180-day course will do so without penalty.
- Students who officially withdraw from a course after the specified time of 3 days in a 45-day course, 5 days in a 90-day course or 10 days in a 180-day course shall be assigned a WF and the F will be calculated in the student's overall grade point ratio.
- The 3, 5, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes initiated by the administration of a school. Level changes may be honored if class space is available during the same block for the course level requested. The following guidelines apply to level changes:
  - ❖ Level changes in year long courses must be requested within the first 45 days.
  - ❖ Level changes in a semester course must be requested within the first 20 days.
  - ❖ When a student is permitted to change from one level of a specific course to another, the exact numerical grade earned in the first course transfers to the other and is computed in the grade average.

## RETAKEING A COURSE

Students may retake the same course at the same difficulty level under the following conditions:

- Only courses in which a D or F was earned may be retaken
- The course in which a D or F was earned may only be taken during the next academic year
- The student's record will reflect all courses taken and the grade earned with the exception of students retaking courses for Carnegie units initially attempted prior to their 9<sup>th</sup> grade year
- Students taking courses for a Carnegie unit prior to their 9<sup>th</sup> grade year may retake any such course during their 9<sup>th</sup> grade year. In that case only the 9<sup>th</sup> grade retake grade will be used in figuring the student's GPA and only the 9<sup>th</sup> grade attempt will show on the transcript. This rule will apply whether the grade earned is higher or lower than the pre-ninth grade attempt.

## CREDIT RECOVERY

- ⊗ Students who have earned a grade of 60-69 in a failed course may participate in credit recovery.
- ⊗ Upon successful completion of credit recovery, including all quizzes and tests, students will receive a **final grade of 70**.
- ⊗ Students who complete credit recovery for a failed Honors or AP level course will receive College Prep credit.
- ⊗ Students must have taken the state End-of-Course examination in the failed course, if applicable, prior to enrollment in credit recovery.
- **Credit recovery courses are *not* approved by the NCAA**
- All Richland Two Credit Recovery guidelines are applicable to SC Virtual Credit Recovery Courses. This includes grading procedures.

**All previously failed courses will remain on the transcript record.**

## GRADUATION

- Students must have met all South Carolina diploma requirements to participate in graduation. The criteria for determining honor graduates, to include valedictorian or salutatorian, is a local decision. LIFE scholarships are determined at the conclusion of the senior year. Current Board Policy states that the senior class will be ranked at the end of the fourth quarter to select honor graduates (No. 1 and No. 2 graduates and the top 10% of the graduating class). In order to be honored as one of the top 10 graduates of the class,

a student must have been enrolled in the school for a minimum of 130 days prior to the end of the fourth quarter of the senior year.

- Students who desire to graduate early must discuss this matter with their counselor during advisement. The student and parent must submit a written request for early graduation to the principal for consideration. Afterwards, the local school board will make final decision for early graduates.

### **SUMMER READING**

Teachers, parents, and community members will be encouraged to join students for Blythewood High School's 2015 Summer Reading program. It is designed to offer a wide variety of choices that appeal to the interest and ability of all readers. Check the school's website for complete details.

### **NCAA FRESHMAN ELIGIBILITY STANDARDS**

College-bound student-athletes first entering an NCAA Division I college or university on or after August 1, 2016 will need to meet new academic rules in order to receive athletic aid (scholarship), practice or compete during their first year.

#### **Division I Complete 16 Core-Courses**

- Ten of the 16 core courses must be completed before the Seventh semester (senior year) of high school
- Seven of the 10 core courses must be in English, Math, or Science
- Minimum Core-Course GPA of 2.300
- Meet the sliding scale requirement of GPA and ACT/SAT score
  - 4 years of English
  - 3 years of mathematics (Algebra I or higher)
  - 2 years of natural/physical science (1 year of lab if offered by high school).
  - 1 year additional English, mathematics or natural/physical science.
  - 2 years of social science
  - 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

#### **Division II Complete 16 Core Courses**

- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68.
- Beginning August 1, 2018, Division II will use a sliding scale go match test scores and core-course GPA.
- Minimum Core-Course GPA of 2.0
- No sliding scale used until August 2018
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or Natural/physical science.
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy.)



Please note: **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Testing scores that appear on transcripts will not be used.**

Other Important Information

- The SAT combined score is based on the Verbal and Math sections only. The writing section will not be used.
- For more information regarding the core-course rule, please go to [www.ncaa.org](http://www.ncaa.org) and click on “Student Athletes and Parents” in the “Custom Home Pages” section. You may also visit the clearinghouse. **Web Site: [www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org)**

**If you have questions about NCAA eligibility, please call the NCAA Initial Eligibility Clearinghouse toll-free at (877) 262-1492. You may also call the NCAA at (317) 917-6222**

Sliding Scale A Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).

**PROGRAM OF STUDY**

NAME \_\_\_\_\_  
HOUSE \_\_\_\_\_  
CAREER CLUSTER \_\_\_\_\_  
MAJOR \_\_\_\_\_

**9<sup>TH</sup> GRADE**

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Science \_\_\_\_\_
- Social Studies \_\_\_\_\_
- PE or ROTC \_\_\_\_\_
- Health \_\_\_\_\_
- Computer Science \_\_\_\_\_
- Elective \_\_\_\_\_
- Elective \_\_\_\_\_
- Elective \_\_\_\_\_

**10<sup>TH</sup> GRADE**

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Science \_\_\_\_\_
- Social Studies \_\_\_\_\_
- Foreign Language or Career Elective \_\_\_\_\_
- Elective \_\_\_\_\_
- Elective \_\_\_\_\_
- Elective \_\_\_\_\_

**11<sup>TH</sup> GRADE**

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Science \_\_\_\_\_
- U S History \_\_\_\_\_
- Foreign Language or Career elective \_\_\_\_\_
- Elective \_\_\_\_\_
- Elective \_\_\_\_\_
- Elective \_\_\_\_\_

**12<sup>TH</sup> GRADE**

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Science \_\_\_\_\_
- Government/ Economics \_\_\_\_\_
- Foreign Language or Career Elective \_\_\_\_\_
- Senior Experience \_\_\_\_\_
- Elective \_\_\_\_\_
- Elective \_\_\_\_\_