Blythewood High School
Curriculum / Registration Guide
School Year: 2018-2019

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
Mr. Matt Sherman, Principal
Mr. David Coyne, Assistant Principal
Mrs. Jennifer Cribbs, Assistant Principal
Mr. Brian Goins, Assistant Principal
Mrs. Joanta Hawkins, Assistant Principal
Mr. Ahmed Ali, Assistant Administrator
Mrs. Odora Coleman, Assistant Administrator
Mrs. Benjara Elliott, Assistant Administrator
Mr. Fletcher Spigner, Student Activities Director
Mr. Barry Mizzell, Athletic Director
Dr. Jonathan McCullough, School Psychologist

School Counseling Department
Ms. Sharlene Drakeford, Director of School Counseling
Dr. Ashanti Friels-Paz, House 1 (FV) Counselor
Mr. Ryan Brooks, House 2 (BBD) Counselor
Ms. Felicia Hawkins-Daniels, House 3 (GS) Counselor
Ms. Sharmain Outlaw, House 4 (ET) Counselor
Ms. Latoya Brunson, 9th grade Counselor
Mrs. Kim Mudger, College Information Specialist
Ms. Karen Ruff, Career Specialist
Mr. Phillip Blackwell, Career Specialist
Ms. Maya Bostic, Career Specialist

**Information contained within this curriculum guide serves to guide students and parents to make the best decisions possible with regard to registration and post-high school planning. However, state and district policy may change throughout the school year. As such, all information in this document is subject to change and final decisions on issues will rest with the school leadership team and/or the Richland Two district office.**
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 as outlined in the chart below.*

## SC Diploma Requirements
- English / Language Arts 4 units
- Mathematics 4 units
- Science* 3 units
- US History 1 unit
- Economics 0.5 unit
- US Government 0.5 unit
- Other Social Studies 1 unit
- Physical Education or JROTC 1 unit
- Computer Science 1 unit
- Foreign Language*** or Career and Technology Ed** 1 unit
- Electives 6.5 units
- Health (district) 0.5 unit
- Academic Elective
- Fine Arts

## SC Four Year Public College Requirements
- English / Language Arts 4 units
- Mathematics 4 units
- Science* 3 units
- US History 1 unit
- Economics 0.5 unit
- US Government 0.5 unit
- Other Social Studies 1 unit
- Physical Education or JROTC 1 unit
- Computer Science
- Foreign Language*** or Career and Technology Ed** 2 units
- Electives
- Health (district)
- Academic Elective 1 unit
- Fine Arts 1 unit

*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 3 credits).***

**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 postsecondary 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 10th 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 information in making these decisions.
# Agriculture, Food, and Natural Resources Cluster

## ~Horticulture Major~

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

**Complementary Coursework**

- Biology II Honors/ AP Biology
- Chemistry II Honors/ AP Chemistry
- Business and Personal Finance
- Visual Arts Courses
- World Languages
- Anthropology

**Extended Learning Opportunity/Options**

- Related to Major
- Shadowing
- Service Learning
- FFA
- Dual Credit
- Project Engagement
- Work Based Learning

## Professional Opportunities Upon Graduation

*For additional college entrance requirements refer to the college of your choice.*

**High School Diploma**

- Garden Center Employee
- Farm and Ranch Worker
- Groundskeeper
- Landscaper
- Military Service
- Pest Control Worker

**2-Year Associate Degree**

- Landscape Technician / Designer
- Fish and Game Warden
- Forestry Technician
- Ground Crew Manager

**4-Year Degree and Higher**

- Landscape Architect
- Agricultural Inspector
- Climate Change Analyst
- Conservation Scientist
- Forester
- Renewable Energy Engineer

## ~Plant and Animal Systems Major~

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

**Complementary Coursework**

- Biology II Honors/ AP Biology
- Chemistry II Honors/ AP Chemistry
- Business and Personal Finance
- Anthropology
- Equine Science
- World Language

**Extended Learning Opportunity/Options**

- Related to Major
- Work Based Learning
- Service Learning
- FFA
- Dual Credit
- Apprenticeship
- Project Engagement

## Professional Opportunities Upon Graduation

*For additional college entrance requirements refer to the college of your choice.*

**High School Diploma**

- Landscape Installer
- Garden Center Employee
- Parks Maintenance Tech
- Pet Groomer
- Animal Breeder
- Animal Caretaker
- Farm Worker
- Military Service
- Veterinarian Assistant

**2-Year Associate Degree**

- Lawn & Garden Center Manage
- Landscape Installation Business Owner
- Landscape Technician
- Greenhouse Operations Manager
- Golf Course Specialist
- Soil Tech
- Forestry Tech
- Veterinary Tech
- Fish and Game Warden

**4-Year Degree and Higher**

- Agriculture Extension Agent
- Landscape Architect
- Agriculture Business Manager
- Agriculture Economist
- Forester
- Wildlife Biologist/Con Officer
- Veterinarian
- Marine Biologist
- Zoologist
## Architecture and Construction Cluster

~Building Construction Major~

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

### Extended Learning Opportunity Options Related to Major
- Shadowing
- Service Learning
- Student Organizations
- Independent Study
- Project Engagement
- Work Based Learning

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### Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter</td>
<td>Contractor</td>
<td>Project Estimator</td>
</tr>
<tr>
<td>Mason</td>
<td>Code Official</td>
<td>Construction Engineer</td>
</tr>
<tr>
<td>Electrician</td>
<td>Construction Foreman</td>
<td>Design Builder</td>
</tr>
<tr>
<td>Plumber</td>
<td>General Contractor/Builder</td>
<td>Construction Manager</td>
</tr>
<tr>
<td>Drywall Installer</td>
<td>Project Manager</td>
<td>Civil Engineer</td>
</tr>
<tr>
<td>Floor/Carpet Installer</td>
<td>Safety Manager</td>
<td>Interior Design</td>
</tr>
<tr>
<td>Metal Worker</td>
<td>Architectural Drafsman</td>
<td>Architect</td>
</tr>
<tr>
<td>Military Service</td>
<td>Architectural Engineer Technician</td>
<td>Mechanical Engineer</td>
</tr>
<tr>
<td>Roofer</td>
<td>Building Inspector</td>
<td>Surveyor</td>
</tr>
<tr>
<td></td>
<td>Electrician</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Energy Auditor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HVAC Mechanic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metal Fabricator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structural Welder</td>
<td></td>
</tr>
</tbody>
</table>
### Arts, A/V Technology & Communications Cluster

#### ~Journalism and Broadcasting Major~

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

#### Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/Video Operation Assistant</td>
<td>Audio/Video Operator</td>
<td>Reporter</td>
</tr>
<tr>
<td>Control Room Technician Assistant</td>
<td>Control Room Technician</td>
<td>Station Manager</td>
</tr>
<tr>
<td>Creative Writer</td>
<td>Broadcast Technician</td>
<td>Radio and Television</td>
</tr>
<tr>
<td>Military Service</td>
<td>Broadcast and Sound Engineer</td>
<td>Announcer/Broadcaster</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td>Author</td>
</tr>
<tr>
<td></td>
<td>Announcer</td>
<td>Journalist</td>
</tr>
<tr>
<td></td>
<td>Columnist</td>
<td>Director/Producer</td>
</tr>
<tr>
<td></td>
<td>Telecommunications Sales Rep.</td>
<td>Educator</td>
</tr>
<tr>
<td></td>
<td>Professional Blogger</td>
<td>Public Relations Manager</td>
</tr>
</tbody>
</table>

~Performing Arts: Band/Orchestra Major~

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

#### Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military</td>
<td>Music Marketing and Promotion</td>
<td>Music Therapist</td>
</tr>
<tr>
<td>Private Lessons Teacher</td>
<td>Instrument Repair</td>
<td>Music Educator</td>
</tr>
<tr>
<td>Music/ Marching Technician</td>
<td></td>
<td>Music for Worship</td>
</tr>
<tr>
<td>Solo Artist</td>
<td></td>
<td>Professional Performer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private Instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conducting/ Composing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Business Executive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Publishing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Television/Radio Industry</td>
</tr>
</tbody>
</table>
## Performing Arts: Chorus

### Courses for Major (Four Credits Required)
- Chorus 1
- Chorus 2
- Chorus 3
- Chorus 4
- AcaBengals
- Musical Theatre

### Complementary Coursework
- Teacher Cadet
- Instrumental Music
- Visual Art
- Drama
- Dance
- Film and History
- African-American Experience

### Extended Learning Opportunity Options Related to Major
- Student Organizations
- Independent Study
- Project Engagement
- Work Based Learning

### Professional Opportunities Upon Graduation
*For additional college entrance requirements refer to the college of your choice.*

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backup Singer</td>
<td>Cruise Ship Singer</td>
<td>Music Therapist</td>
</tr>
<tr>
<td>Recording Artist</td>
<td>Music Librarian</td>
<td>Educator</td>
</tr>
<tr>
<td>Solo Artist</td>
<td>Songwriter</td>
<td>Band/Choral Director</td>
</tr>
<tr>
<td>Music Minister</td>
<td>Voice Over Artist</td>
<td>Chorus Line Singer</td>
</tr>
<tr>
<td></td>
<td>Performer</td>
<td>Composer</td>
</tr>
</tbody>
</table>

## Performing Arts: Dance Major

### Courses for Major (Four Credits Required)
- Dance 1
- Dance 2
- Dance 3
- TAG Dance

### Complementary Coursework
- Teacher Cadet
- Creating Writing
- World Language
- Musical Theater
- Drama
- Chorus

### Extended Learning Opportunity Options Related to Major
- Student Organizations
- Independent Study
- Project Engagement
- Work Based Learning

### Professional Opportunities Upon Graduation
*For additional college entrance requirements refer to the college of your choice.*

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dancer</td>
<td>Dance Instructor/ Coach</td>
<td>Choreographer</td>
</tr>
<tr>
<td>Booking Manager/ Agent</td>
<td>Stage Manager</td>
<td>Educator</td>
</tr>
<tr>
<td>Community Arts</td>
<td>Talent Director</td>
<td>Dance Movement</td>
</tr>
<tr>
<td></td>
<td>Dance Company Manager</td>
<td>Therapy</td>
</tr>
<tr>
<td></td>
<td>Choreographer</td>
<td>Dancer</td>
</tr>
</tbody>
</table>
~Performing Arts: Drama Major~

<table>
<thead>
<tr>
<th>Courses for Major (4 Credits Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama 1</td>
</tr>
<tr>
<td>Drama 2</td>
</tr>
<tr>
<td>Drama 3</td>
</tr>
<tr>
<td>Drama 4 (TAG)</td>
</tr>
<tr>
<td>Musical Theater</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complementary Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Writing</td>
</tr>
<tr>
<td>Teacher Cadet</td>
</tr>
<tr>
<td>Public Speaking</td>
</tr>
<tr>
<td>TV Production</td>
</tr>
<tr>
<td>Visual Art</td>
</tr>
<tr>
<td>Chorus</td>
</tr>
<tr>
<td>Instrumental Music</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>African-American Experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning</td>
</tr>
<tr>
<td>Student Organizations</td>
</tr>
<tr>
<td>Dual Credit</td>
</tr>
<tr>
<td>State Festival</td>
</tr>
<tr>
<td>Project Engagement</td>
</tr>
<tr>
<td>Work Based Learning</td>
</tr>
</tbody>
</table>

~Visual Arts Major~

<table>
<thead>
<tr>
<th>Courses for Major (Four Credits Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1</td>
</tr>
<tr>
<td>Art of Film</td>
</tr>
<tr>
<td>2D Art</td>
</tr>
<tr>
<td>Painting</td>
</tr>
<tr>
<td>3D (sculpture)</td>
</tr>
<tr>
<td>Ceramics</td>
</tr>
<tr>
<td>Printmaking</td>
</tr>
<tr>
<td>Media Arts</td>
</tr>
<tr>
<td>Photography</td>
</tr>
<tr>
<td>TAG Visual Art</td>
</tr>
<tr>
<td>AP Studio Art</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complementary Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Web Design</td>
</tr>
<tr>
<td>Teacher Cadet</td>
</tr>
<tr>
<td>Journalism</td>
</tr>
<tr>
<td>Yearbook</td>
</tr>
<tr>
<td>Graphic Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning</td>
</tr>
<tr>
<td>Student Organizations</td>
</tr>
<tr>
<td>Dual Credit</td>
</tr>
<tr>
<td>State Festival</td>
</tr>
<tr>
<td>Project Engagement</td>
</tr>
<tr>
<td>Work Based Learning</td>
</tr>
</tbody>
</table>

~Professional Opportunities Upon Graduation~

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musician Accompanist</td>
</tr>
<tr>
<td>Actor</td>
</tr>
<tr>
<td>Singer</td>
</tr>
<tr>
<td>Make-up Artist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-Year Associate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set Design Technician</td>
</tr>
<tr>
<td>Costume Technician</td>
</tr>
<tr>
<td>Sound/Lighting Tech</td>
</tr>
<tr>
<td>Stage Electrician</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
</tr>
<tr>
<td>Producer</td>
</tr>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Educator</td>
</tr>
<tr>
<td>Designer</td>
</tr>
<tr>
<td>Stage Manager</td>
</tr>
</tbody>
</table>

~Professional Opportunities Upon Graduation~

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Photographer Assistant</td>
</tr>
<tr>
<td>Graphic Design Assistant</td>
</tr>
<tr>
<td>Commercial Artist Assistant</td>
</tr>
<tr>
<td>Visual Display Assistant</td>
</tr>
<tr>
<td>Showroom Assistant</td>
</tr>
<tr>
<td>Sales Associate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-Year Associate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD Technician</td>
</tr>
<tr>
<td>Commercial Photographer</td>
</tr>
<tr>
<td>Illustrator</td>
</tr>
<tr>
<td>Photo Stylist</td>
</tr>
<tr>
<td>Display Designer</td>
</tr>
<tr>
<td>Custom Tailor</td>
</tr>
<tr>
<td>Fashion Illustrator</td>
</tr>
<tr>
<td>Entrepreneur</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts Educator</td>
</tr>
<tr>
<td>Art Curator</td>
</tr>
<tr>
<td>Commercial Artist</td>
</tr>
<tr>
<td>Interior Designer</td>
</tr>
<tr>
<td>Sustainable Designer</td>
</tr>
<tr>
<td>Design Journalist</td>
</tr>
<tr>
<td>Fashion Designer</td>
</tr>
<tr>
<td>Textile Scientist</td>
</tr>
<tr>
<td>Industrial Designer</td>
</tr>
</tbody>
</table>

10
~World Language Major~

<table>
<thead>
<tr>
<th>Courses for Major (Four Credits Required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 2</td>
<td>Global Studies</td>
<td>Service Learning</td>
</tr>
<tr>
<td>French 3 (CP/Honors)</td>
<td>European History</td>
<td>Student Organizations</td>
</tr>
<tr>
<td>French 4 Honors</td>
<td>Art History</td>
<td>Dual Credit</td>
</tr>
<tr>
<td>Advanced Placement French</td>
<td>Teacher Cadet</td>
<td>Project Engagement</td>
</tr>
<tr>
<td>German 2</td>
<td>Marketing</td>
<td>Work Based Learning</td>
</tr>
<tr>
<td>German 3 Honors</td>
<td>ROTC</td>
<td></td>
</tr>
<tr>
<td>German 4 Honors</td>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement German</td>
<td>African-American Experience</td>
<td></td>
</tr>
<tr>
<td>Latin 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin 3 Honors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin 4 Honors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish 3 (CP/Honors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish 4 Honors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Spanish Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Spanish Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Foreign Languages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tour Guide</td>
<td>Military Specialist</td>
<td>Educator</td>
</tr>
<tr>
<td></td>
<td>Travel Agent</td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td>Customer Service Rep.</td>
<td>Translator/Interpreter</td>
</tr>
</tbody>
</table>

~Graphic Communications Major~

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

Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics Equipment Operator Assistant</td>
<td>Graphics Equipment Operator</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>Printing Equipment Operator Assistant</td>
<td>Printing Equipment Operator</td>
<td>Printing Technology Educator</td>
</tr>
<tr>
<td>Computer Typography Operator Assistant</td>
<td>Computer Typography Operator</td>
<td>Web Page Designer</td>
</tr>
<tr>
<td>Composition Equipment Operator Assistant</td>
<td>Lithographer and Platemaker</td>
<td></td>
</tr>
<tr>
<td>Bookbinder</td>
<td>Scanner Operator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital Typesetter</td>
<td></td>
</tr>
</tbody>
</table>
### Business, Management, and Administration Cluster

#### ~Business Information Management Major~

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

#### Professional Opportunities Upon Graduation

*For additional college entrance requirements refer to the college of your choice.*

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptionist</td>
<td>Executive Assistant</td>
<td>Educator</td>
</tr>
<tr>
<td>Information Processing Specialist</td>
<td>Office Manager</td>
<td>Information Systems</td>
</tr>
<tr>
<td>Administrative Support Specialist</td>
<td>Court Reporter</td>
<td>Management</td>
</tr>
</tbody>
</table>

#### ~General Management Major~

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

#### Professional Opportunities Upon Graduation

*For additional college entrance requirements refer to the college of your choice.*

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Relations Specialist</td>
<td>Payroll Assistant</td>
<td>Educator</td>
</tr>
<tr>
<td>Facilities Manager</td>
<td>Hotel Manager Assistant</td>
<td>Entrepreneur</td>
</tr>
<tr>
<td>Meeting Planner</td>
<td>Office Manager</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>First Line Supervisor</td>
<td>Public Relations Manager</td>
<td>General Manager</td>
</tr>
</tbody>
</table>
## Education and Training Cluster

~Teaching and Training Major~

<table>
<thead>
<tr>
<th>Courses for Major (Four Credits Required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Cadet 1,2</td>
<td>Fine Arts Course</td>
<td>Service Learning</td>
</tr>
<tr>
<td>Sociology</td>
<td>Marketing</td>
<td>Student Organizations</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>Dual Credit</td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td>Project Engagement</td>
</tr>
<tr>
<td>AP Course of Choice</td>
<td></td>
<td>Work Based Learning</td>
</tr>
<tr>
<td>WBL 1,2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Extended Learning Opportunity Options Related to Major

- Service Learning
- Student Organizations
- Dual Credit
- Project Engagement
- Work Based Learning

## Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care Worker</td>
<td>Day Care Provider</td>
<td>Educator</td>
</tr>
<tr>
<td>Teacher’s Aide</td>
<td>Substitute Teacher</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Training Manager</td>
<td>Counselor/psychologist</td>
</tr>
<tr>
<td>Military Service</td>
<td>Pre-School Teacher</td>
<td>Human Resource Director</td>
</tr>
<tr>
<td></td>
<td>Recreation Director</td>
<td>College Instructor</td>
</tr>
</tbody>
</table>
## Finance Cluster

### ~Accounting Major~

<table>
<thead>
<tr>
<th>Courses for Major</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Four Credits Required)</td>
<td>Accounting 1</td>
<td>Service Learning</td>
</tr>
<tr>
<td><strong>Required Courses:</strong></td>
<td>Accounting 2</td>
<td>DECA</td>
</tr>
<tr>
<td>Accounting 1</td>
<td>Economics</td>
<td>Dual Credit</td>
</tr>
<tr>
<td>Accounting 2</td>
<td>Marketing</td>
<td>Project Engagement</td>
</tr>
<tr>
<td>Plus two or more of the following:</td>
<td>World Language</td>
<td>Work Based Learning</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Business Applications 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virtual Enterprise 1, 2, 3, 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance WBL1,2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

*For additional college entrance requirements refer to the college of your choice.*

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeeping Clerk</td>
<td>Auditor</td>
<td>Educator</td>
</tr>
<tr>
<td>Bank Teller</td>
<td>Accountant</td>
<td>Certified Public</td>
</tr>
<tr>
<td>Medical Billing Clerk</td>
<td>Financial Services Agent</td>
<td>Accountant</td>
</tr>
<tr>
<td>Payroll Clerk</td>
<td>Credit Manager</td>
<td>Financial Planner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chief Financial Officer</td>
</tr>
</tbody>
</table>
## Government and Public Administration Cluster

### ~Foreign Service Major~

<table>
<thead>
<tr>
<th>Courses for Major (Four Credits Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages</td>
</tr>
<tr>
<td>World Geography</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>AP Government &amp; Politics</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complementary Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Experience</td>
</tr>
<tr>
<td>World Language</td>
</tr>
<tr>
<td>Anthropology</td>
</tr>
<tr>
<td>Entrepreneurship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning</td>
</tr>
<tr>
<td>Student Organizations</td>
</tr>
<tr>
<td>Dual credit</td>
</tr>
<tr>
<td>Project Engagement</td>
</tr>
<tr>
<td>Work Based Learning</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff</td>
</tr>
<tr>
<td>Support Staff</td>
</tr>
<tr>
<td>Entrepreneur</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-Year Associate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreter for an Embassy</td>
</tr>
<tr>
<td>Entrepreneur</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
</tr>
<tr>
<td>Foreign Service Officer</td>
</tr>
<tr>
<td>Diplomatic Officer</td>
</tr>
<tr>
<td>Ambassador</td>
</tr>
<tr>
<td>Consular Officer</td>
</tr>
<tr>
<td>Entrepreneur</td>
</tr>
</tbody>
</table>

### ~Governance Major~

<table>
<thead>
<tr>
<th>Courses for Major (Four Credits Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Advanced Placement Psychology</td>
</tr>
<tr>
<td>Law-Related Education</td>
</tr>
<tr>
<td>Anthropology</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>United States Government</td>
</tr>
<tr>
<td>Economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complementary Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages</td>
</tr>
<tr>
<td>Public Speaking</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Entrepreneurship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning</td>
</tr>
<tr>
<td>Student Organizations</td>
</tr>
<tr>
<td>Dual credit</td>
</tr>
<tr>
<td>Project Engagement</td>
</tr>
<tr>
<td>Work Based Learning</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Elected Official</td>
</tr>
<tr>
<td>Administrative Staff</td>
</tr>
<tr>
<td>Support Staff</td>
</tr>
<tr>
<td>Entrepreneur</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-Year Associate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Elected Official</td>
</tr>
<tr>
<td>State Elected Official</td>
</tr>
<tr>
<td>Paralegal</td>
</tr>
<tr>
<td>Entrepreneur</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
</tr>
<tr>
<td>Representative</td>
</tr>
<tr>
<td>Senator</td>
</tr>
<tr>
<td>Entrepreneur</td>
</tr>
<tr>
<td>Governor</td>
</tr>
<tr>
<td>Lobbyist</td>
</tr>
</tbody>
</table>
# National Security Major

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

## Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th><strong>High School Diploma</strong></th>
<th><strong>2-Year Associate Degree</strong></th>
<th><strong>4-Year Degree and Higher</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Military</td>
<td>Law Enforcement Detective</td>
<td>Educator</td>
</tr>
<tr>
<td>Military Recruiter</td>
<td>Correctional Officer</td>
<td>Military Officer</td>
</tr>
<tr>
<td>Law Enforcement Officer</td>
<td>Entrepreneur</td>
<td>Federal Marshal</td>
</tr>
<tr>
<td>Corrections Officer</td>
<td></td>
<td>FBI Agent</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td></td>
<td>CIA Agent</td>
</tr>
</tbody>
</table>

---

16
# Health Science Cluster

--Health Science Major--

<table>
<thead>
<tr>
<th>Courses for Major (Four Credits Required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other courses to complete the four required total:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Terminology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Medicine 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Medicine 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Based Learning 1,2 (Health Science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other courses to complete the four required total:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Terminology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Medicine 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Medicine 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Based Learning 1,2 (Health Science)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Complementary Coursework
- Anatomy and Physiology
- Probability and Statistics
- Physics
- World Language

## Extended Learning Opportunity Options Related to Major
- Service Learning
- HOSA
- Dual Credit
- Project Engagement
- Work Based Learning

## Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Nursing Assistant</td>
<td>Phlebotomist</td>
<td>Clinical Laboratory Scientist</td>
</tr>
<tr>
<td>First Responder</td>
<td>Cardiovascular Technologist</td>
<td>Nuclear Medicine</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>Clinical Lab Technician</td>
<td>Technologist</td>
</tr>
<tr>
<td>Home Health Aide</td>
<td>Histotechnician</td>
<td>Pathologist</td>
</tr>
<tr>
<td></td>
<td>Radiologic Technologist/Radiographer</td>
<td>Exercise Physiologist</td>
</tr>
<tr>
<td></td>
<td>Dental Hygienist</td>
<td>Geneticist</td>
</tr>
<tr>
<td></td>
<td>Paramedic</td>
<td>Histotechnologist</td>
</tr>
<tr>
<td></td>
<td>Respiratory Therapist</td>
<td>Diagnostic Medical</td>
</tr>
<tr>
<td></td>
<td>Medical Technologist</td>
<td>Sonographer</td>
</tr>
</tbody>
</table>
### Hospitality and Tourism Cluster

#### ~Culinary Arts Major~

<table>
<thead>
<tr>
<th>Courses for Major</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Four Credits Required)</td>
<td>Integrated Business Applications I</td>
<td>Service Learning</td>
</tr>
<tr>
<td>Culinary Arts I</td>
<td>Web Page Design &amp; Development I</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Culinary Arts II</td>
<td>Hospitality and Tourism WBL</td>
<td>Student Organizations</td>
</tr>
<tr>
<td><strong>Plus two more of the following:</strong></td>
<td>Personal Finance</td>
<td>Dual Credit</td>
</tr>
<tr>
<td>Introduction to Culinary Arts</td>
<td>Visual Arts Courses</td>
<td>Work Based Learning</td>
</tr>
<tr>
<td>Accounting I</td>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>Accounting II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WBL 1,2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cruise Ship Worker</td>
<td>Food &amp; Beverage Services Manager</td>
<td>Dietician/Nutritionist</td>
</tr>
<tr>
<td>Bus Person</td>
<td>Restaurant Manager Chef</td>
<td>Hotel Manager</td>
</tr>
<tr>
<td>Counter Server</td>
<td></td>
<td>Restaurant manager</td>
</tr>
<tr>
<td>Banquet Server</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caterer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cook</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ~Marketing Management Major~

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

#### Professional Opportunities Upon Graduation

For additional college entrance requirements refer to the college of your choice.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Associate</td>
<td>Advertising Promotion Manager</td>
<td>Educator</td>
</tr>
<tr>
<td>Customer Service Representative</td>
<td>Retail Buyer</td>
<td>Public Relations Manager</td>
</tr>
<tr>
<td>Visual/Creative Display Artist</td>
<td>Marketing Specialist</td>
<td>Market Research Analyst</td>
</tr>
<tr>
<td>Contract Administrator</td>
<td>Sales Promotion Manager</td>
<td>Public Information Director</td>
</tr>
</tbody>
</table>
### Mathematics Major

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

<table>
<thead>
<tr>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Personal Finance</td>
<td>Service Learning</td>
</tr>
<tr>
<td>Leadership and Development</td>
<td>Student Organizations</td>
</tr>
<tr>
<td>Intro to Engineering</td>
<td>Dual Credit</td>
</tr>
<tr>
<td>Principles of Engineering</td>
<td>Project Engagement</td>
</tr>
<tr>
<td>Digital Electronics</td>
<td>Work Based Learning</td>
</tr>
<tr>
<td>World Language</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

*For additional college entrance requirements refer to the college of your choice.*

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Teller</td>
<td>Accountant</td>
<td>Certified Public</td>
</tr>
<tr>
<td>Accounts Clerk</td>
<td>Tax Preparer</td>
<td>Accountant</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>CAD Operator</td>
<td>Stock Broker</td>
</tr>
<tr>
<td></td>
<td>Communications Technologist</td>
<td>Mathematics Educator</td>
</tr>
<tr>
<td></td>
<td>Data Analyst</td>
<td>Statistician</td>
</tr>
<tr>
<td></td>
<td>Metallurgist</td>
<td>Archeologist</td>
</tr>
<tr>
<td></td>
<td>Research Technician</td>
<td>Computer Software Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numerical Analyst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematician</td>
</tr>
</tbody>
</table>

### Pre-Engineering and Technology Major

<table>
<thead>
<tr>
<th>Courses for Major (Four Credits Required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Engineering Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Electronics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus one or more of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Design and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Engineering and Architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biotechnical Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Based Learning 1,2 (Science, Technology, Engineering, and Mathematics)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>Service Learning</td>
</tr>
<tr>
<td>Business and Personal Finance</td>
<td>Student Organizations</td>
</tr>
<tr>
<td>Professional and Leadership</td>
<td>Dual Credit</td>
</tr>
<tr>
<td>Development</td>
<td>Project Engagement</td>
</tr>
<tr>
<td>Spanish II, III ,or III</td>
<td>Work Based Learning</td>
</tr>
<tr>
<td>Pre-Calculus or higher math</td>
<td></td>
</tr>
<tr>
<td>Probability and Statistics</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

*For additional college entrance requirements refer to the college of your choice.*

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting Assistant</td>
<td>Energy Conservation and Use Technician</td>
<td>Civil Engineer</td>
</tr>
<tr>
<td>Estimator</td>
<td>Civil Engineering Technician</td>
<td>Electrical Engineer</td>
</tr>
<tr>
<td>Technician Illustrator</td>
<td>Electrical Engineer Technician</td>
<td>Computer Science</td>
</tr>
</tbody>
</table>
## Science Major

### Courses for Major (Four Credits Required)
- Chemistry II Honors/Chemistry AP
- Biology II Honors/Biology AP
- Anatomy and Physiology
- Physics Honors
- Physics AP
- Advanced Math Electives

### Complementary Coursework
- Marketing Courses
- Business & Personal Finance
- Professional & Leadership Development
- Latin Courses
- German Courses
- Agricultural and Environmental Science
- Psychology/Sociology/Anthropology

### Extended Learning Opportunity Options Related to Major
- Service Learning
- Student Organizations
- Dual Credit
- Project Engagement
- Work Based Learning

## Professional Opportunities Upon Graduation

*For additional college entrance requirements refer to the college of your choice.*

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Management</td>
<td>Materials Handler</td>
<td>Chemist</td>
</tr>
<tr>
<td>Landscaper</td>
<td>Forestry Technician</td>
<td>Educator</td>
</tr>
<tr>
<td>Zoo Attendant</td>
<td>Veterinarian Assistant</td>
<td>Physicist</td>
</tr>
<tr>
<td>Production Worker</td>
<td>Lab Technician</td>
<td>Meteorologist</td>
</tr>
</tbody>
</table>

---
Course Offerings

1. Between the beginning of second semester and the end of April, all students will have the opportunity to meet with their counselor individually to go over their courses for the upcoming 2018-2019 school year.

3. If a student wants to take a class that was not recommended by their teacher, they must go through the waiver process. This must be completed by May 10th, 2018.

4. All schedule change requests must be made no later than June 1, 2018. With this in mind, it is imperative that students choose alternates when completing their course selections. If choice electives cannot be fulfilled, then graduation requirements will be scheduled instead.

5. In the Fall, the only schedule change requests which will be considered will be those for very specific scenarios.
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 (EOC) that counts 20% of the final grade. 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.

Reading Seminar
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 based on MAP scores

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

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. 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: Teacher recommendation based on MAP scores

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

Credits: 1 Unit Weighted
Prerequisite: English I Honors and/or 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
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. See school website for required summer reading.
AP English Language and Composition
AP Language and Composition is a year-long intensive 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 school website for required summer reading.
Credits: 1 Unit
Prerequisite: English II Honors and/or 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

English IV Honors
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. See school website for required summer reading.
Credits: 1 Unit
Prerequisite: English III Honors or English III CP with Teacher Recommendation

AP English Literature and Composition
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. See school website for required summer reading.
Credits: 1 Unit
Prerequisite: AP English Language and Composition or English III Honors and Teacher Recommendation

For students interested in journalism and media production, the progression of courses are listed below:


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 (Elective)
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. When possible, students may take field trips; have guest speakers from the media.
industry and shadow professionals in the field. 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 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. When possible, students may take field trips; have guest speakers from the media industry and shadow professionals in the field. 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.

**Credit:** 1 Unit – Skinny all year

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

**Journalism Newspaper Production 2:** Journalism Newspaper Production 2 is designed as 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. When possible, students may take field trips; have guest speakers from the media industry and shadow professionals in the field. 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 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

**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. When possible, students may take field trips; have guest speakers from the media industry and shadow professionals in the field. 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
Media Technology 1: Students taking this course will explore the general field of visual communications and will focus primarily on the television and film production. 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 and film 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

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. Greco-Roman myths comprise the core of the syllabus. In addition, a modern novella based on a myth and a Greek play based on a myth are read. 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”

African American Literature
This course offers an opportunity to study a specialized field of literature and to learn more about African American culture. The course focuses on the contributions of African American writers to American literature; historical and cultural concerns are addressed through the literature by using novels, plays, essays, critical studies, and films. This course is organized by topic to include the literature of African descendants in the United States, both slave and free, and continues into the 21st century with contemporary writers. An anthology of writings, which includes poetry, fiction, and non-fiction, is the basic text for the course and is supplemented with additional readings. This course is for students who enjoy analyzing challenging literature and participating in discussions.
Credit: ½ unit
Mathematics

Note: All math courses are aligned with the South Carolina College and Career Readiness Standards for Mathematics which can be found on the South Carolina State Department of Education (SDE) website. 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 60 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 with special administrative permission until their senior year. Special permission will be granted only once during the student’s school year 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 State Department of Education which will count 20% of the final grade. Seniors will have 90% semester or yearly average to exempt the final exam.

Math Seminar 1 (9th)
This course is designed to provide support for students taking Algebra 1 who may need additional support for a college prep class. The emphasis of instruction will be modeling and extended practice from concepts in Algebra 1. Technology is an integral part of this course which will individualize instruction for students. Students will be engaged in a variety of strategies and activities to advance and solidify essential knowledge for Algebra 1 success. The course will be taken concurrently with Algebra 1.
Credit: Unit 1

Foundations in Algebra
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.
Credit: 1 Unit
Recommendation: Graphing Calculator

Intermediate Algebra
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 discipline. Key concepts in this course include: numbers and quantities, functions theory, polynomials, quadratics equations/functions, radical functions, and statistics. Every student must take the Algebra 1 End of Course Exam, the exam is 20% of the final grade for the course.
Credit: 1 Unit
Prerequisite(s): Foundations in Algebra
Recommendation: Graphing Calculator

Algebra 1 CP
This course prepares students for more abstract algebraic thinking in freshman mathematics by performing problems solving techniques that are more intensive in preparation for Geometry and Algebra 2 CP. The following topics will be taught in depth: linear functions, systems of linear equations, quadratic functions/equations, square roots, factoring techniques, polynomial arithmetic, rational expressions and exponential growth/decay applications. Every student must take the Algebra 1 End of Course Exam, the exam is 20% of the final grade for the course.
Credit: 1 Unit
Recommendation: Graphing Calculator

Geometry CP
This course is designed to expose students to the spatial understanding of mathematics. Geometry is a course that requires memory strategies that will enable each student to derive valid conclusions. Deductive reasoning is an integral part that will model algebraic and geometric representations concurrently. Students must be dedicated to memorizing and linking important theorems while forming conclusions. The content of geometry includes basic geometric figures, properties; properties of circles, lines, and special segments intersecting circles; transformation; coordinate geometry; vectors; surface area and volume of three-dimensional objects.
Credit: 1 Unit
Prerequisite(s): Algebra 1 CP
Recommendation: Graphing Calculator

Geometry Honors
This rigorous course utilizes advanced analytical methods to prove geometric relationships. Strong emphasis is placed on deductive methods of proofs. Students must be strong problem solvers who can reason through given information to make valid conclusions with independence. Projects and research activities will be among assessments to prepare students for college level critical thinking. Homework will emphasize more advanced problem solving strategies. The content of geometry includes basic geometric
Algebra 2 CP
Algebra 2 CP begins with a brief review of linear functions, systems of equations, and inequalities covered in Algebra 1 CP. The course will then lead to an in-depth study of piecewise functions, quadratic functions, complex numbers, algebraic expressions and their operations, advanced polynomial factoring techniques, other parent functions (exponential, logarithmic, radical, polynomial, and rational), inverse functions and functions operations. The concepts studied in this course are abstractly modeled. Homework assignments will be given frequently due to the amount of practice necessary to become proficient at the different types of operations.

Credit: 1 Unit
Prerequisite(s): Algebra 1 CP with teacher recommendation.
Recommendation: Graphing Calculator

Algebra 2 Honors
This intensive and rigorous course provides an application based in depth study of the algebraic functions. Success in Algebra 2 Honors depends on the ability to reason and problem solve from Algebra 1 CP. The pace of this course is advanced and fast. This course will encompass an algebraic depth needed to pursue Advanced Placement courses in the department. Regression activities and word problems are integral parts of the course. The graphical analysis will be in-depth. Students must be able to work with and without calculator aids. The topics of this course include: Piecewise functions, systems of linear equations and inequalities, the full spectrum of parent functions along with their equations and transformations (linear, absolute value, quadratic, polynomials, rational, radical, exponential, and logarithmic); complex numbers, conic sections, series and sequences. Additional topics may be incorporated that are not covered in Algebra 2 CP.

Credit: 1 Unit
Prerequisite(s): Algebra 1 and Geometry
Recommendation: Graphing Calculator

Algebra 3 CP
This course is a continuation of the concepts and skills obtained from Algebra 2 CP. Algebra 3 CP begins with a brief overview of polynomial and rational functions. Students should be able to solve and graph a wide array of equations/functions respectively. This course will highly emphasize the following family of functions: rational, radical, exponential, and logarithmic. Conic sections are discussed in great depth at this level of mathematics. This course ends with an innovative approach to elementary right triangles trigonometry and its applications. Homework is assigned frequently to strengthen and practice skills independently.

Credit: 1 Unit
Prerequisite(s): Algebra 2 CP and Geometry CP
Recommendation: Graphing Calculator

Algebra 3 Honors
The rigor of this course is used to strengthen all intermediate algebra skills prior to enrolling in Pre-Calculus Honors. This course is designed to build more practical knowledge and applications for students to practice. This course, a continuation from Algebra 2 Honors, builds the theory of rational functions from polynomials to higher order logarithmic/exponential topics. Functions are modeled abstractly in multiple representations. Conic sections are also covered in great emphasis. Domain/range is an integral part of this course as it relates to the problems that students encounter. Credit: 1 Unit
Prerequisite(s): Algebra 2 Honors or teacher recommendation.
Recommendation: Graphing Calculator

Pre-Calculus CP
This course uses a culminating approach to the theory of functions. Students begin an investigation of all parent functions and their graphical implications. Topics include: function operations and their graphs, polynomial and rational functions behavior, trigonometric functions, analytical trigonometric, behavior of conic sections, and introductory calculus topics.

Credit: 1 Unit
Prerequisite(s): Algebra 3
Recommendation: Graphing Calculator

Pre-Calculus Honors
This course approaches all topics of analytical algebra and geometry at a level that will prepare students for the rigor of AP Calculus AB and BC. Students must be able to commit to ongoing practice and studying of the concepts in this rapidly paced course. Students
enrolled in this course should be able to perform any operation with and without the aid of technology. Extensive homework assignments are assigned daily. Some of the major topics include: graphical transformations of all parent/inverse functions, domain/range, conic sections, analytical trigonometric identities, algebraic/graphical representations of trigonometric functions, polar coordinates, complex number theory, partial fraction decomposition, and limits.

**Credit:** 1 Unit  
**Prerequisite(s):** Algebra 3 Honors with teacher recommendation  
**Recommendation:** Graphing Calculator

**Probability and Statistics CP (11th and 12th)**  
This course is designed to give students the tools to be successful at data analysis and inference. The course encompasses descriptive statistics, probability theory, and inferential statistics. Students complete many interactive data analysis activities. Computer laboratory experiments are used to expose students to the technology capabilities. Students must commit time to reading extensively to make inferential links about populations and samples. Topics include: descriptive statistics, measures of central tendency, regression analysis, correlation coefficient interpretations, Empirical Rule, probability rules/distribution, binomial distribution, and hypothesis testing introductions.

**Credit:** 1 Unit  
**Prerequisite(s):** Algebra 2 CP

**Calculus Honors**  
The purpose of this course is to provide a study of elementary functions and introductory college calculus. Course content corresponds to the syllabus established by the College Board Advanced Placement Program. Students are required to take the AP Calculus AB Examination in May from which placement and/or credit may be awarded at the college level if a qualifying score is obtained. **All students must also be enrolled in AP Calculus AB during the spring semester along with this course.** Students will not be able to drop out of AP Calculus after the initial drop/add period in August. Topics of study include limits, derivatives, applications of differentiation, and basic integration, and the course will utilize many types of functions including polynomial and rational functions, trigonometric, exponential, and logarithmic functions.

**Credit:** 1 Unit  
**Recommended:** Graphing Calculator  
**Prerequisite(s):** Pre-Calculus Honors or teacher recommendation

**Advanced Placement Calculus AB**  
This highly rigorous course has major emphasis on a variety of functions and their rates of changes. The derivative and area under the curve will serve as the theme of the course. Students will analyze various functions with a high emphasis on limits, intermediate value theorem, continuity, differentiation techniques, related rates, optimization, mean value theorem, integration techniques, fundamental theorem of calculus, area under the curve and volume of solids. Practice homework assignments are daily routines. **Students must take the Calculus Honors class in the fall as a prerequisite for this course.** All students will take the AP Calculus AB Exam in May from which placement and/or credit may be awarded at the college level if a qualifying score is obtained.

**Credit:** 1 Unit  
**Prerequisite(s):** Pre-Calculus Honors

**Advanced Placement Calculus BC**  
AP Calculus BC is the highest level of calculus offered in high school. The pacing of this course is rapid with extended practice outside of class. Topics in the course include: all AP Calculus AB topics, improper integrals, advanced integration techniques (partial fractions, long division, etc.), concepts of series, series of constants, convergence tests. Maclaurin/Taylor Series and other representations. Additional topics will include parametric, polar and vector forms during different times. **Students must take the AP Exam.**

**Credit:** 1 Unit  
**Prerequisite:** AP Calculus AB

**Advanced Placement Statistics**  
AP Statistics is a college level course that focuses on the use of tools for collecting, analyzing, and drawing conclusions from data. Computer laboratory experiences are planned by the teachers to reinforce concepts with technology and other statistical software packages. Upon completion of this course, each student will design and conduct an experiment or survey on a topic of their interest. Students must take the AP Exam.

**Credit:** 1 Unit  
**Prerequisite(s):** Algebra 2 Honors with teacher recommendation
Earth Science CP
This course offers a comprehensive study of Earth science. Students will study five major areas based on various aspects of Earth and its placement in the solar system. The topics of focus will be: astronomy, the geosphere, the paleobiosphere, the atmosphere, and the hydrosphere. Through laboratory experiences, students will have an opportunity to become well acquainted with laboratory procedures which will be useful throughout the students’ high school career. This course will count as a lab science.
Credit: 1 Unit

Biology 1 CP (10a-12a)
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 1 Honors
This course is designed for students, with exceptional academic ability, who 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 CP
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 the use of technology and laboratory experiences. 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. It is highly recommended that the student have a scientific calculator for this course.
Credit: 1 Unit Weighted
Prerequisite(s): Completed or 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 utilized during this course include: colorimetry, spectroscopy, electrophoresis, chromatography, acid/base analysis, salinity analysis, chemical
change analysis, etc. 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 (11th-12th)
This course is for the student who wants a more in-depth study of human anatomy and physiology. It is suggested for students who might pursue a health related field or who have an interest in personal health. A variety of instructional strategies are used, but the emphasis is on project-based learning, hands-on activities, and case studies.

Credit: 1 Unit

Prerequisite(s): Biology 1 and Chemistry 1

Environmental Studies (12th)
This course will provide an integrated, quantitative, and interdisciplinary approach to the study of Environmental Systems. The magnitude and complexity of environmental problems are creating a growing need for scientists with rigorous, interdisciplinary training in Environmental Science. 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 laws and politics, but also allow the students the opportunity to environmentally sample, design, and measure particular risks associated with protection of Environmental Systems. There is a heavy emphasis of technology usage whereby students develop and self-publish PBS worthy documentaries to YouTube.

Credit: 1 Unit

Prerequisite(s): Biology 1 and Chemistry 1

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): Earth Science or Chemistry; and Biology

Science Elective 1
In this course students will learn about and participate in detailed laboratory experiments focusing on laboratory technique and experimental repeatability. This course will also discuss careers as a laboratory technician and develop daily skills used in industrial laboratories such as time management, accuracy, and precision. This would help any student planning to take laboratory courses in college or is interested in becoming a laboratory technician.

Credit: 1 Unit

Prerequisite(s): Chemistry 1

Biology 2 Honors/ Advanced Placement Biology (11th, 12th)
These courses are designed for students who 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. Students will take the AP Exam for Biology given by the College Board in May. 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. Biology 2 Honors is taken 1st semester, while AP Biology is taken 2nd semester. Both courses must be taken in the same school year.

**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 (11a, 12a)**

These rigorous 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 25% 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. Chemistry 2 Honors is taken 1st semester, while AP Chemistry is taken 2nd semester. Both courses must be taken in the same school year.

**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 of 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

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

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

Recommendation: Concurrent enrollment in English I Honors.

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.

Credit: 1 Unit Weighted

Recommendation: 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 or Teacher Recommendation

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 government. as well as problems of cities; delinquency, crime, racial & ethnic minorities.

**Credit:** ½ Unit

**Psychology**
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**
*(Social Studies Elective 1)*
Course Description: Everyone is a performer in one way or another. Sport Psychology is a course designed to help students to better understand performance. Students will learn about different concepts and skills designed to increase self-awareness, improve perspective on the sport and life experience, and optimize mental skills. The goals of the class are to help improve performance and increase enjoyment both of performance and daily life. Anyone can benefit from sport psychology, and all with interest are recommended for the course.

**Credit:** 1/2 Unit- Semester Skinny

**Prerequisite:** 10th-12th grade

**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

**Anthropology**
This course is designed for students to discuss and formulate educated opinions on issues that impact American society. Through discussion, debate, and research students will be able to participate with knowledge and confidence in civic activities. Students will explore issues of importance locally and nationally including: constitutional rights, education reform, immigration, human rights, global environment, international relations, and professionalism in the workplace.

**Credit:** ½ Unit

**Model UN**
Model United Nations (MUN) is a year-long, credit bearing, social studies elective class. The course is highly interactive and involves simulation of the committees, debates, and activities of the real United Nations. Model UN students actively research, debate, and problem-solve, and write proposals on world issues while simulating the committees of the real United Nations. MUN will help students improve on public speaking, research, writing, critical thinking, problem solving, diplomatic, and leadership skills, not to mention the knowledge students gain in world affairs can have a positive impact on a student’s readiness for college and careers. The MUN experience also promotes cultural diversity and fosters a deeper understanding of the interconnected, global society we live in.

**Advanced Placement Human Geography**
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 or 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 or 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 (11th)  
**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.

**Advanced Placement World History (10th, 11th, 12th)  
**This course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. By framing historical processes and developments beyond a perceived list of facts, events, and dates, the key concepts help students understand, organize, and prioritize historical developments within each period. Students will develop their skills in historical thinking, historical argumentation, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis. Thus, this course prepares students for the types of high-level thinking and analysis required at the collegiate level.

**Prerequisites:** Students must have successfully completed World Geography Honors or World History Honors. (Students cannot be concurrently enrolled in World History Honors and AP World History)
WORLD LANGUAGES

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 2 CP
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): Completion of French 1 with a “C” or higher 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): Completion of French 2 with a “C” or higher and teacher recommendation

French 3 Honors
This course is designed for students who have successfully completed the French 2 course and demonstrated 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 French-speaking world. Students will refine their skills in grammar and read a variety of modern popular texts in different formats. Students will engage in a variety of activities through sequential thematic units, and will complete performance based assessments.
Credit: 1 Unit Weighted
Prerequisite(s): Completion of French 2 and 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 and teacher recommendation

German 1 CP
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/or teacher recommendation

## German 3 Honors

This course is designed for students who have successfully 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 and/or 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 and 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/or 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 with a C and/or 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 2 CP

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/or teacher recommendation

## Spanish 3 CP

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/or teacher recommendation

**Spanish 3 Honors**
This course is designed for students who have successfully completed the Spanish 2 and demonstrate the ability to continue their study of the language at an honors level. It offers a more challenging approach to using the four language skills: listening, reading, speaking, and writing. 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. This course will be taught entirely in Spanish.

**Credit:** 1 Unit Weighted  
**Prerequisite(s):** Spanish 2 and teacher recommendation

**Spanish 4 Honors**
This course is designed for students who have completed Spanish 3 Honors and who wish to improve their language proficiency. The major focus of this course is to allow students to communicate in speaking and writing on a wide variety of topics. Students will narrate and discuss fairly complex concepts using the present, past, and future tenses. 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. Short stories, poems, literature excerpts, and current events will be utilized throughout the course. Students will integrate their language skills and synthesize written and aural materials. 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.

**Credit:** 1 Unit Weighted  
**Prerequisite(s):** Spanish 3 Honors and teacher recommendation

**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 and teacher recommendation
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. 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 3rd class
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-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 Building Construction classes and current enrollment in a 3rd 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

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 an introduction to the potential and pitfalls of Entrepreneurship, the opportunity to learn about the various methods for starting up, managing, and financing a new venture, and obtaining the knowledge and skills necessary for the development of a business plan for small business ownership. Students will get a chance to evaluate real world business plans and videos of entrepreneurs. An important part of the course will be the incorporation of marketing, staffing, and financial considerations.
Credit: 1 Unit
Prerequisites: English 1 and Accounting 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 1. The course is an excellent foundation for a college-bound student seeking a degree in graphic communications, journalism, art 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

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

Exploring Computer Science
This course is designed to emphasize the fundamentals of computer programming. Topics include computer software, program design and development, and practical experience in programming, using modern, object-oriented languages. 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. Explore robotics, cyber security, hardware, networks, databases, animation, graphics, web programming, application programming, (incl. mobile apps) 3D, Alice, HTML, Java, Python, and or other topics.

Credit: 1 unit

Prerequisite: C or better in Algebra 1 and/or teacher recommendation

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

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 Website 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 Website 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 3rd 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 3rd 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 workbased 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 3rd class
CULINARY ARTS

Introduction to Culinary Arts (10, 11, 12)
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.

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 3rd 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 3rd class
Health Science 1 (10, 11, 12)
Health Science 1 is the first course offered to students interested in pursuing a career in the healthcare field. 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 HIPAA. As students are guided through healthcare career exploration, they will discuss education levels, and requirements needed to be successful. Medical terminology will also be incorporated throughout the course.
Credit: 1 unit
Prerequisite: Biology 1, or concurrent enrollment

Health Science 2 (10, 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. Students will learn about “Transmission Based Precautions” and become more familiar with OSHA, HIPAA, 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.
Credit: 1 units
Prerequisite: Successful completion of Health Science 1 with a 75 or higher

Online Medical Terminology (10-12)
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. Students will need to take this course virtually, as it will not be offered at BHS, but is a prerequisite for some courses.
Credit: 1 or 2 Units
Prerequisite: Health Science 1, Current enrollment in Biology

Online Pharmacy Technician (12)
The course covers major topics that introduce students to basic terminology, medication review, laws affecting the pharmacy industry, preparation procedures, mathematical calculations and basic pharmacy operations. This course assists students in preparing for the Pharmacy Technician Certification Board Exam.
Credit: 1 unit
Prerequisite: Health Science 1

Medical Billing and Coding (12)
Medical Billing and Coding is one of the certification courses of a completer 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. 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.
Credit: 1 unit
Prerequisites: Students must have successfully completed medical terminology (75 or higher) AND successfully completed (75 or higher) one or more units from the following courses: Health Science 1, Health Science 2, Sports Medicine 1, Sports Medicine 2.

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, teacher and work-based learning coordinator will work together to create opportunities for the students to get the best experience available. Students should be CPR certified before participating in any healthcare experience outside of the classroom.
Students will be required to provide their own transportation to clinical sites, provide record of immunizations, and wear a scrub uniform.

Credit: 1 unit

Prerequisites: Successful completion of Health Science 1 and 2 (75 or higher) and/or teacher recommendation.

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 3rd 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.

Introduction to Engineering Design (IED) - Level 1
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) / Pre-Engineering 1 - Level 2
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)

Civil Engineering and Architecture (CEA) - Level 3
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)

Engineering Design and Development (EDD) - Level 4
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), Principles of Engineering (POE), Civil Engineering and Architecture (CEA); Algebra 1 CP, students who have had Algebra 1 and Geometry

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 extracurricular 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, and writing sample, and pre-algebra sample. Students must first be admitted to the program before taking any AVID courses. Students enter prior to their freshman 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
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 principles 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 principles 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 handbuilding 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 1

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. 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: $100 fee (There will be fundraising opportunities for students to help offset the cost.) + 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, 9th - 10th 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: $100 fee (There will be fundraising opportunities for students to help offset the cost.) + 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 10th-12th 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:** $100 (There will be fundraising opportunities for students to help offset the cost.) + 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:** $100 (There will be fundraising opportunities for students to help offset the cost.) + 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:** $100 fee (There will be fundraising opportunities for students to help offset the cost.) + 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.

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**Dance**

**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 and black footless tights.**

**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 and black footless tights.**

**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. This course will also focus on the anatomy and care of the dancer’s body and techniques for dealing with injury. 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 and black footless tights.**

**Credit:** 1 Unit

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

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**Talented & Gifted Dance/Choreography**

This course is designed for students that are identified as gifted in dance by the state guidelines. This class will focus heavily on choreographic techniques, and developing the students’ artistic voice and creative aesthetic. Choreography will be created alone, in groups, and with computer software. Students will be implementing improvisational and choreographic concepts to create dance works that will be featured in the Fall and/or Spring concerts. This class also focuses on intermediate/advanced technique skills in ballet, modern, jazz, and hip hop dance as well as developing performance skills. Required performances and after-school rehearsals for performances are an integral part of the course work. **Student uniforms are required in the form of tank leotard and black footless tights.**

**Credit:** 1 Weighted Unit

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

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**Drama**

**Drama Elective 1: Introduction to Drama**

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.

**Credit:** ½ Unit

**Theater 1**

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.

**Credit:** 1 Unit

**Prerequisite:** Audition or Teacher Recommendation

**Theater 2**

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.

**Credit:** 1 Unit

**Prerequisite:** A or B in Theater 1 or Teacher Recommendation

**Theatre 3**

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.

**Credit:** ½ unit

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

**Drama 4: Gifted and Talented Drama (11th & 12th GRADES)**

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)**

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

**Credit:** ½ unit
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

Band

Instrumental Band Rehearsal- Marching Band (1st 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 Band2-Concert or Band 3-Wind Symphony for both semesters. Percussionists must be enrolled in Percussion Technique (1st Semester) and Band 4-Percussion (2nd Semester). Students must attend Summer Band Camp, Fall Mini-Camp, after school rehearsals, football games, contests and parades.

Cost: The projected cost for 2017/2018 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 (2nd 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 (1st 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 (2nd 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  
**Prerequisite(s):** Audition and band director’s recommendation.

**Color Guard Class: (1st 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: (1st 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 (2nd 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 1st 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 semester block course 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 idioms 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:** 1 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. 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.

**9th Grade STRING ORCHESTRA (1)**  
All 9th 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 9th 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. Dressing out in the school uniform is required for daily participation.

Physical Education 1
This class is designed for students to meet the PE requirement on South Carolina guidelines for graduation. Students learn about and are assessed in 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 Males (10, 11, 12)
Advanced PE is an elective PE class for students that are involved with sports or want to condition with the intent of becoming involved in sports. 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 sports. Note: All students must purchase a PE uniform and a lock.
Credit: 1 Unit
Prerequisite(s): PE 1 and approval by a coach.

Advanced Physical Education: Conditioning for Females (10, 11, 12)
Advanced PE is an elective PE class for students that are involved with sports or want to condition with the intent of becoming involved in sports. 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 sports. Note: All students must purchase a PE uniform and a lock.
Credit: 1 Unit
Prerequisite(s): PE 1 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 760)
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)
Prerequisite: Student must be a member of an athletic team
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 with a grade of 70 or higher

**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 with a grade of 70 or higher

**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 with a grade of 70 or higher

**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 with a grade of 70 or higher

**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 with a grade of 70 or higher

**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 with a grade of 70 or higher

**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 with a grade of 70 or higher, 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 (~$90) 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.*

**Advanced Placement Computer Science Principles**  
AP Computer Science Principles introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. This course will focus on empowering students to be creative and encourage them to apply processes while developing computational artifacts. The programming language is determined by the teacher in order meet the needs of the students. The AP Computer Science Principles Exam is offered to each student which could grant students college credits in introductory computer science.  

**Prerequisites:** Geometry

**Advanced Placement Computer Science A**  
The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The AP Computer Science A Exam requires the use of Java. Those sections of the exam that require the reading or writing of actual programs will use Java. The exam will not include all the features of Java; it will be consistent with the AP Java subset.  

**Prerequisites:** Completion of Algebra 2

**Advanced Placement Seminar**  
AP Capstone Seminar 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. (This is a new AP course and it will be a prerequisite for the AP Research course that will be offered in 2019-2020.) See Mr. Auspelmyer for more details about this exciting new course offering!  

**Prerequisite:** 2 credits of Honors or AP English
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 (11th, 12th)
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 (11th, 12th)
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 of 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
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 or 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 or 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 (11th)
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.

Advanced Placement World History (10th, 11th, 12th)
This course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. By framing historical processes and developments beyond a perceived list of facts, events, and dates, the key concepts help students understand, organize, and prioritize historical developments within each period. Students will develop their skills in historical thinking, historical argumentation, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis. Thus, this course prepares students for the types of high-level thinking and analysis required at the collegiate level.

Prerequisites: Students must have successfully completed Global Studies I Honors or Global Studies II Honors. (Students cannot be concurrently enrolled in World History Honors and AP World History)

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 (10th, 11th, 12th)
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

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
Prerequisite: 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

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

HIS 101/102 Western Civilization (Seniors Only)
This course is a survey of western civilization from ancient times to 1689, including the major political, social, economic, and intellectual factors shaping western cultural tradition.

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-literate 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:

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PROGRAM REQUIREMENTS
Honors Forum Senior Project
Must take Honors Forum Advanced Seminar OR Advanced Placement Seminar

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

ADVANCED PLACEMENT SEMINAR (11, 12)
AP Capstone Seminar 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. (This is a new AP course and it will be a prerequisite for the AP Research course that will be offered in 2019-2020.) See Mr. Auspelmyer for more details about this exciting new course offering!

Prerequisite: 2 credits of Honors or AP English
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. Students 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:
1) RECOGNIZE the most academically talented high school seniors in S.C.;
2) ENCOURAGE academically talented students to attend college in the State; and
3) 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 2017. 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 2018. 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
Students in grades nine through 12 will be awarded units of credit for courses that have been approved by the South Carolina Department of Education. Requirements for promotion to each grade level are as follows:
- promotion from grade nine to grade 10: a total of five units of credit, including one unit of English and one unit of mathematics
- promotion from grade 10 to grade 11: a total of 11 units of credit including two units of English and two units of mathematics
- promotion from grade 11 to grade 12: a total of 17 units of credit, including three units of English and three units of mathematics
- high school graduation: a total of 24 total units of credit, including four units of English; four units of mathematics; three units of science, including one in which an end-of-course test is administered; one unit of U.S. History; ½ unit of Economics; ½ unit of Government; one additional unit of social studies; one unit of physical education or Junior ROTC; one unit of computer science; one unit of foreign language or career and technology education; and seven electives, including ½ unit of health.

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 services 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). 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. If you have a student with an IEP, please notify guidance upon registration.

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 request. 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 Blythewood High School. 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 no later than June 1, 2017, 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
The new uniform grading scale and the system for calculating grade point averages (GPAs) and class rank will be effective for all students beginning in the 2016-2017 school year. Other 2017 changes made to the UGP will take effect in the 2017-2018 school years.

CONVERSION PROCESS
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. The grading scale must be printed on the report card. When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student's record:

- A = 95
- B = 85
- C = 75
- D = 65
- F = 50

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the average will be converted to a 65 numerical grade.

If the transcript shows that the student has earned a grade of "P" (passing) or "F" (failing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P" or the "F." If no numerical average can be obtained from the sending institution, the receiving school will calculate the student's cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the "P." If no numerical average can be obtained from the sending institution on the "F," the grade entered will be a 50.

The district will consider a student's transcript along with the additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits for homeschools. For international students, the district will attempt to gather course information from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match. Under certain conditions, the district will allow a high school student to audit a course for no grade. The student must obtain permission before taking the class and must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course will be marked for "no credit" and "not included in GPA" at the student level. Auditing may be allowed once the student has met graduation requirements in that content discipline and if space is available in the course. The course cannot be taken as a preview nor, once audited, can the course be taken for credit. Any pre-requisites for the
audited course must be met. Students who audit AP or IB courses will need to pay for the corresponding tests where applicable and the auditing of EOC courses will not be allowed. The same guidelines for dropping the audited course or adding it as a credit course will apply. The principal has discretion in cases of auditing in any other circumstances.

End-of-Course Testing
In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time and all requirements will apply.

Honors Courses
Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the Profile of the South Carolina Graduate.
- Assessments must align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Beginning in 2017-18, new honors courses that are assigned honors weighting must meet the state's criteria and be approved by the district. The district will retain evidence that the course meets the state criteria in the SC Honors Framework and will provide such evidence as requested by the South Carolina Department of Education.

Advanced Placement (AP) and International Baccalaureate (IB) Courses
The following criteria apply to the College Board's AP courses and to IB courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one credit with the quality point above the CP weighting.
- A standard-level (SL) IB course can carry only one quality point weighting per course. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

Dual Credit Courses
Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions. College remediation and orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to the state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

In grading dual credit courses, if numerical averages are not provided on the student's transcript, the following conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50.

Grade Point Averages (GPA)
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 level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages 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 highest to lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

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

The board will determine the criteria for determining honor graduates, to include valedictorian or salutatorian, and may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

**Course Withdrawals**

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a WF and the F (as a 50) will be calculated in the student's overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a WP. The district will establish withdrawal limitations for distance learning courses.

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

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

If a student fails a course due to excessive absences and is unable to successfully make up the work, the school will record an FA on his/her transcript. The grade of FA will not carry Carnegie units but will be factored into the student's GPA as a 50.

**Retaking Courses**

Students retaking a course from school terms prior to the 2017-18 school year are governed by the 2016 UGP rules regarding retaking courses which says that the student's record will reflect all courses he or she has taken and the grades he or she has earned.

Beginning with courses taken during the 2017-18 school year, students in grades nine through 12 may retake a course at the same level of difficulty based on course availability. Retaking the course means that the student completes the entire course again. If the course being taken has an EOCEP, the EOCEP must be taken. The student's transcript will reflect both course instances. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year, but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it the next year. In this case, only the highest grade will be used in figuring the student's GPA.

**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.

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<th>College Prep Weighting</th>
<th>Honors Weighting</th>
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**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.
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 Division II currently requires a minimum SAT score
- Seven of the 10 core courses must be in English, Math, or Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course GPA.
- Minimum Core-Course GPA of 2.300 Minimum Core-Course GPA of 2.0
- Meet the sliding scale requirement of GPA and No sliding scale used until August 2018

ACT/SAT score

- 4 years of English • 3 years of English
- 3 years of mathematics (Algebra I or higher) • 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab • 2 years of natural/physical science if offered by high school). (1 year of lab if offered by high school).
- 1 year additional English, mathematics or • 3 years of additional English, mathematics or natural/physical science. Natural/physical science.
- 2 years of social science • 2 years of social science
- 4 years of additional courses (from any area • 4 years of additional courses
above, foreign language or comparative religion/ (from any area above, foreign language philosophy) 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 and click on “Student Athletes and Parents” in the “Custom Home Pages” section. You may also visit the clearinghouse. Web Site: 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

Career Prep

The Career Prep Program is a district-wide alternative certification program that provides at-risk students the opportunity to earn a district credential. It is an option to any high school student who has unsuccessfully attempted the regular academic courses required after his/her second year in high school.

Career Prep consists of Job Readiness, Work Ethic, Soft Skills, and Career Readiness Certification. When students are not in Career Prep classes, they are in other elective classes. This allows students to work toward an industry certification or complete the Work Based Learning component of the program.

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 curriculum also contains Pre-GED lessons to help students transition to the Adult Ed Center for GED courses. Career Prep graduates do not have to pay for courses at the Adult Ed Center.

Following the pre-employment and job-specific training in the classroom, students take part in job shadowing and non-paid or 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.

In order to graduate with a Career Prep Credential, students must master all English, Math, and Job Readiness competencies; earn a Bronze National Career Readiness Certification (pass at a level 3 or higher the Applied Math, Graphic Literacy and Workplace Documents portions of Work Keys); and be working successfully for at least 200 hours at the time of graduation with positive supervisor reviews.
ACCOUNTING
500100CW
This online Accounting course introduces students to financial information needed in all business-related occupations. Students understand the accounting cycle as they record earnings and expenses related to one-owner businesses, partnerships, and corporations, as well as prepare financial statements, payroll, and various tax forms. For students who will pursue entrepreneurial ventures and business ownership, this course develops the skills necessary to solve business problems and make financial decisions. For those students who plan to pursue a degree in Accounting or a business related field, Accounting provides students with a foundation to support future advanced coursework. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

ALGEBRA I
411400CW
The Algebra I online course is intended to formalize and extend the mathematics that students learned in the middle grades. In this course, students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions. This course requires the use of a graphing calculator. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

ALGEBRA II
411500CW
This online course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs, quadratic functions, inverse functions, advanced polynomial functions, and conic sections. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; data analysis; and matrices. This course requires the use of a graphing calculator. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

ALGEBRA III
411300CW
This virtual course will review solving equations and inequalities, graphing, factoring, and systems of equations. Course content includes the study of conics and many types of functions: linear, quadratic, polynomial, exponential, logarithmic, rational, radical, and trigonometric. This course requires the use of a graphing calculator. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

ANTHROPOLOGY
339963CH
The field of archaeology helps us better understand the events and societies of the past that have helped shape our modern world. This virtual course focuses on the techniques, methods, and theories that guide the study of the past. Students learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Students also learn about the relationship of material items to culture and what we can learn about past societies from these items. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

AP EUROPEAN HISTORY
337600AW
This hybrid AP European History is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of European history from the Renaissance to the present. This course is taught at the college level. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography. You will be required to apply the effort necessary to act as an historian and develop the ability to analyze historical evidence to determine its validity and relevance, identify point of view and the nature of bias, and recognize the necessity of objectivity and substantiation. As a hybrid course, students will be expected to meet with the instructor for assigned class periods and complete additional work in the virtual environment. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

ART APPRECIATION
351100CH
Art Appreciation will introduce students to the visual arts and the variety of art mediums and techniques used to create two and three dimensional works of art. Students will also study the history of art beginning with the Stone Age to the present. The purpose of this online course is to build a context for understanding the arts; structurally, socially, culturally and historically with the intention of making art meaningful to the student’s everyday life. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)
ASTRONOMY
325100CH
This virtual course introduces students to the study of astronomy, including its history and development; basic scientific laws of motion and gravity; the concepts of modern astronomy; and the methods used by astronomers to learn more about the universe. Additional topics include the solar system; the Milky Way and other galaxies; and the sun and stars. Using online tools, students examine the life cycle of stars; the properties of planets; and the exploration of space. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

BIOLOGY I
322100CW
This online course is laboratory-based science class in which students will study the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter and energy, and organization in living systems and the behavior of organisms. Virtual labs are available to support content acquisition. Students must complete the South Carolina End-of-Course Assessment in Biology at the completion of this course. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

CONSUMER MATH (MATH ELECTIVE)
319900CH
This online course involves the study and review arithmetic skills they can apply in their personal lives and in their future careers. The course will focus on occupational topics including details on jobs, wages, deductions, taxes, insurance, recreation and spending, and transportation. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

CALCULUS
413500CW
This virtual course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann sums, the fundamental theorem of calculus, and differential equations. Content is presented across ten units and covers various applications, including graph analysis, linear motion, average value, area, volume, and growth and decay models. In this course, students use an online textbook, which supplements the instruction they receive and provides additional opportunities to practice using the content they've learned. Students will use an embedded graphing calculator applet (GCalc) for their work on this course; the software for the applet can be downloaded at no charge. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

CAREER PLANNING
379940CH
This online course provides students with instruction in the career planning process directly related to the selection of a college major and ultimately the world of work. Topics includes a skills assessment, identification of work and personal values, career interests, work and learning styles and personality types related to college and career success. Students will evaluate their career interests and develop a plan to complete their future goals. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

CATE PERSONAL FINANCE
513100CW
In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

CHEMISTRY I
323100CW
This online course is a laboratory-based science class in which students will study the structure and properties of matter as they explore chemical reactions, the structure of atoms, conservation and interactions of energy and matter. Students will complete virtual labs to support content. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

CIVICS
333500CH
This elective course will explore the origins of the American democratic system with a focus on the U.S. Constitution and the values and purposes set by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. Throughout the course students will focus on how the people play an active role in government and the importance each citizen contributes to society. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)
**CONTEMPORARY WORLD ISSUES (CURRENT EVENTS/FOREIGN POLICY)**
333700CW

Contemporary World Issues introduces students to various issues facing the world today. Students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States and the United Nations in a changing world. This online course is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives. It is recommended, but not required for students to have internet access at home when completing online coursework.

**CREATIVE WRITING**
303200CH/303200CW

In this virtual course, students will explore a range of creative writing genres, including fiction, poetry, creative nonfiction, drama, and multimedia writing. Students will study examples of writing through classic and contemporary selections and will apply that knowledge and understanding to their writing. In addition, students will develop an intimate understanding of the writing process and its application to various projects. As students move through the course, they will understand and evaluate the writings of others, and be able to apply the evaluation criteria to their own writing. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit or 1 credit)

**EARTH SCIENCE**
326500CW

This online course is laboratory-based science class emphasizing the function of the earth’s system. Emphasis is placed on the human interactions with the Earth’s geologic and environmental systems, predictability of a dynamic Earth, origin and evolution of the Earth system and universe, geochemical cycles and energy in the Earth system. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

**ECONOMICS**
335000CH

This online course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

**ENGLISH I**
302400CW

This online English I course curriculum will focus on developing analytical skills related to both fiction and nonfiction texts and responding to the readings with evidence-based writing. Language skills are addressed through grammar practice and vocabulary instruction and are incorporated into all writing assignments. Research skills will be developed through the completion of a research assignment. Students must complete the South Carolina End-of-Course Assessment for English I at the completion of this course. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

**ENGLISH II**
302500CW

This online English II course curriculum will focus on developing analytical skills related to both fiction and nonfiction texts and responding to the readings with evidence-based writing. Language skills are addressed through grammar practice and vocabulary instruction and are incorporated into all writing assignments. Coursework will include grammar practice, reading fiction and nonfiction texts, poetry and drama. Research skills will be enhanced through the completion of research assignments. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

**ENGLISH III**
302600CW

This online English III course curriculum will focus on developing analytical skills related to both fiction and nonfiction texts and responding to the readings with evidence-based writing. Language skills are addressed through grammar practice and vocabulary instruction and are incorporated into all writing assignments. In addition, vocabulary, grammar, reading of various genres, and writing instruction will be integrated into the students’ assignments, which will align with the South Carolina Standards. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

**ENGLISH IV**
302700CW

This online English IV course curriculum will focus on developing analytical skills related to both fiction and nonfiction texts and responding to the readings with evidence-based writing. Language skills are addressed through grammar practice and vocabulary instruction and are incorporated into all writing assignments. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)
ENTREPRENEURSHIP
54000CH

This online course emphasizes small business development and operations. Topics covered include: business and career opportunities, the nature of small business, elements of a business plan, market analysis, financial and legal issues, risk management and operations. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

ENVIRONMENTAL STUDIES
326100CW

This online course defines levels of organization in the biosphere, how organisms interact with each other and the environment, different types of pollution and many forms of environmental testing and recycling programs. Students will be tested upon mastery of the following competencies: compare and contrast pollution and its relationships to air, land and water; describe factors that constantly change the earth’s environment; implement basic components for mapping locations on the globe; and compare fossil fuels and the need for developing new forms of energy sources. It is recommended, but not required for students to have internet access at home when completing online coursework. (0.5 credit)

FORENSIC SCIENCE
324500CH

This virtual course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

FOUNDATIONS IN ALGEBRA
411600CW

This virtual course is a study of the properties of sets of real numbers, linear equations, linear functions, and inequalities; geometry, radical expressions and equations; graphing and algebraic equations. This course is the first in a two-part Algebra I series. Students must complete Intermediate Algebra in order to receive high school credit for completing Algebra I. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

FRENCH I
361100CW

The goal of this online course is to give students basic listening, speaking, reading, and writing skills through activities based on pedagogically proven methods of foreign language instruction. Throughout the five units of material - Greetings, Calendar, Weather, Time and Colors - students learn to talk about themselves and other, describe their surroundings and use numbers for dates and time. Regular verbs are introduced in the present tense. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the French-speaking world. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

FRENCH II
361200CW

This online course is a continuation of a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units of material (Daily Routine, Animals, Hobbies, The Body and Descriptions), students learn to express themselves using an ever increasing vocabulary, present tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

FRENCH III
361300CW

This third year French course is a continuation of the first two years. The student will continue to improve listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the five units - Feelings, Transportation, Work, Countries and Future - students build on previous knowledge with additional vocabulary, verb tenses, and grammatical structures appropriate to their level. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)
GEOMETRY
412200CW

This online Geometry course is designed to help students understand the basic structure of geometry. This is done by strengthening algebraic skills, developing powers of spatial visualization, building knowledge of the relationships among geometric elements, improving understanding of the deductive method of reasoning, and the need for the precision of language in mathematics. This course enables students to solve problems about objects and shapes in two- and three-dimensions, including theorems about universal truths and spatial reasoning. Students will use a variety of tools including graphing utilities and dynamic software to represent and solve problems through modeling. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

GERMAN I
362100CW

German 1 provides an introduction to the basics of the German language and the German-speaking world. These standards dictate a pedagogical method that focuses on successful communication through speaking, listening, reading, and writing. Unit topics consist of the alphabet and numbers; greetings; introductions; the calendar (days, months, and seasons); weather; time; colors; familiar objects and places; family; food; pastimes; and school objects and routine. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

GERMAN II
362200CW

Instructional content in the virtual German II course introduces students to new grammar and vocabulary and allows them to build conversational and reading skills to cover many common situations in daily life. The units cover a broad range of useful everyday subjects, including daily routine, animals, entertainment, body parts, rooms and furniture, shopping and clothing, meals, sports and recreation, and transportation. Students must successfully complete German 1 in order to enroll in this course. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

GERMAN III
362300CW

The German III online course is an advanced level course that combines language skills and cultural knowledge learned in German I and German II. Students are exposed to advanced grammar and vocabulary which prepares them to become fluent in oral, literal and written work. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

INTERMEDIATE ALGEBRA
411700CW

This course is a study of systems of equations, quadratic functions, exponents and powers, polynomial functions, and rational functions. This is the second course in a two-part algebra I series. Students must successfully complete Foundations in Algebra to take this course. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

INTRODUCTION TO TECHNOLOGY (INTRO TO COMPUTERS)
470100CH

This online course is designed to introduce students to 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 is an excellent complementary elective for any career cluster or major. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

INTRODUCTION TO DIGITAL IMAGING (COMPUTER LEARNING 2 ELECTIVE)
379942CH

In this online course, students will explore and become proficient users of graphic arts/desktop publishing software to produce creative and effective business documents such as promotional items, newsletters, brochures, etc. An emphasis will be placed on editing photos, working with text and colors, adjusting and filtering images, and creating professional quality documents. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

INTRODUCTION TO WEB DESIGN (COMPUTER LEARNING 3 ELECTIVE)
379943CH

This course is designed to introduce high school students to various skills, methods, and techniques related to basic web design, including HTML hand coding, CSS (cascading style sheets), image optimization, basic animations, rollovers, using available online web design tools. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)
JOURNALISM
305000CH

This course is designed for students interested in newspaper journalism and developing their skills as a writer. The course explores the contemporary media and ethical responsibility issues faced by the press today. Students will earn the fundamentals of news, feature, editorial and sports writing. Copy reading, news style and editing will be stressed. Students will create numerous original stories using varied structures and writing techniques. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

LATIN I
363100CW

Latin I is the introduction to the basics of Latin grammar as well as an introduction to Roman life, culture, mythology, and history. The grammar portion of the course is intended to help you develop the skills necessary to translate basic sentences from Latin to English and English to Latin, and for reading simple connected passages of Latin prose and poetry. The culture portion of the course is to give you an overview of ancient Roman culture and history, an overview of some of the more popular Greek and Roman myths. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

LATIN II
363200CW

Latin II is the continuation of Latin grammar and a deeper study of Roman Mythology and history. The grammar in Latin II is a lot of review from Latin I with expanding use of declensions, adjectives, adverbs, and cases. These skills will be used to translate longer Latin texts to English that require more knowledge of grammar rather than just vocabulary recall. The culture part of the course is an in-depth study of The Odyssey, the underworld, the rulers and kings of Rome, and entertainment. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

MARKETING
542100CW

Students find out what it takes to market a product or service in today’s fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

MUSIC APPRECIATION
356100CH

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

INTRODUCTION TO MYTHOLOGY
309901CH

This course offers an overview of mythology and different kinds of folklore. Students will learn about the creation of myths and the traditional hero myths from various cultures, including Greece, the Middle East, the Far East and the Americas. Students will analyze the purpose, function and characteristics of myths and their role in current cultures across the globe. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

PERSONAL HEALTH WELLNESS
340200CH

The Health course is designed to encourage students to take an active role in personal health. Students will learn about a variety of health topics including, health risks, types of illnesses, functions of the major systems of the body, and health career options. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

PHARMACOLOGY ($299.00 TUITION)
55700CW

Pharmacology is an introduction to the pharmacy and careers in pharmaceutics. Students will learn about pharmacy laws, medications and how they are given, medical abbreviations, and math and prescriptions. This is a great class for those interested in pharmacy, nursing or medicine. Pharmacology will prepare students to take the examination to receive certification as a Pharmacy Technician. This course includes a $299.00 tuition. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)
PHILOSOPHY (HONORS) 339963HH

This honors level course is an introduction to the methods, problems, and theories of the main branches of philosophy and the indestructible questions raised in regard to reality, truth, morality, power, meaning, purpose, and valid reasoning. Topics to be considered in this online course include the basis for beliefs, experience and reason in the development of knowledge, the mind and its place in nature, freedom and determinism, and the basis and nature of morality. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

PHYSICAL EDUCATION I 344100CW

Physical Education I places emphasis on health related fitness and developing the skills and habits necessary for a lifetime of activity. This online course includes skill development and the application of rules and strategies of a variety of different sports. Students are expected to keep a fitness log for 16 weeks to successfully complete this course. This course is required to meet South Carolina High School graduation requirements. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

PHYSICAL SCIENCE 321100CW

This online course is laboratory-based science class in which students will study the principals of chemistry and physics that include matter, energy, structure of atoms, chemical reactions, forces, and motion. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

PHYSICS 324100CW

This online course is designed to acquaint you with topics of physics, including motion and forces, conservation of energy and momentum, heat and thermodynamics. Class activities with this online physics course include discussion, problem solving, online lab simulations and other interactive activities, lab reports, and an exploration project. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

PROBABILITY AND STATISTICS 314400CW

Students learn counting methods, probability, descriptive statistics, graphs of data, the normal curve, statistical inference, and linear regression. Proficiency is measured through frequent online and offline assessments as well as asynchronous discussions. Problem-solving activities provide an opportunity for students to demonstrate their skills in real world situations. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

PSYCHOLOGY 334000CH

Psychology is an introductory course that allows students to understand the workings of the human mind. Topics are explored from a theoretical and practical viewpoint. Students in this online class will focus on a variety of topics, including personality types, the capabilities of memory, stress, analysis of dreams and the importance of sleep, psychological disorders, understanding moods and emotions, stress, motivational techniques, and a variety of related topics. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

SOCIOLOGY 334500CH

Sociology is the study of society and group behavior and provides a better understanding of their effects on an individual. The course content in this online class includes peer groups, the importance of the educational institutions in society, the effect of crime, and topics such as values, standards, habits, beliefs and attitudes which are present in modern society. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

SPANISH I 365100CW

This online course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

SPANISH II 365200CW

This online Spanish 2 course builds upon knowledge gained in Spanish 1. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)
SPANISH III
365300CW

This online course builds upon knowledge gained in Spanish 1 & 2. The course is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish 2, as well as an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts such as the pluperfect and the subjunctive mood. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

STUDY SKILLS
379989CH

This online course focuses on techniques and learning strategies to improve students’ study skills. Students learn how to set goals, develop strategies to achieve them, and monitor progress throughout the quarter. Areas of study include taking organized notes, time management, test-taking strategies, active listening, and methods of conducting research. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

UNITED STATES GOVERNMENT
333000CH

This online course will examine the government of the United States in the past and present, how it functions, and its impacts upon the population. Attention will be given to the local, state and federal government, with the primary goals of fostering an understanding of the system, an appreciation of its diversity and continuity, and a desire in staying actively involved in government. It is recommended, but not required for students to have internet access at home when completing online coursework. (.5 credit)

UNITED STATES HISTORY
332000CW

United States History investigates the development of the nation from the colonial period to the present with a special emphasis on the post-Civil War eras. Additional emphasis will be placed on the interaction of history, geography, social and economic forces which influence national development. This online course will develop major themes in U.S. history, trace the chronology of that history, develop relationships between significant trends and ideas in U.S. history, identify assumptions and biases, and relate historical situations to present day concerns. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)

WORLD GEOGRAPHY
331000CH/331000CW

This online course in World Geography introduces the five basic themes of geography: Location, Place, Human/Environment Interaction, Movement, and Region. The course covers the continents, political, and social geography. The full credit version of this course includes additional focus on place and culture in the geography across the globe. It is recommended, but not required for students to have internet access at home when completing online coursework (.5 or 1 credit)

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WORLD HISTORY
336000CW

This online course will introduce students to the major themes throughout world history beginning with early civilizations through modern history. It is recommended, but not required for students to have internet access at home when completing online coursework. (1 credit)
in•no•va•tion ˌi-nəˈvā ˈshən
something DIFFERENT that has IMPACT.
Different—shows how innovation involves a new way to solve an old problem.
Impact—Until you have delivered increased revenues or profits, improved the performance of a process, or materially improved someone’s life, you haven’t innovated.
R2i2
Registration Guide

Richland Two Institute of Innovation (R2I2)
763 Fashion Drive Columbia, SC 29229
Mailing Address: 124 Risdon Way Columbia, SC 29223

R2i2
Mission Statement

As The Institute of Innovation, R2i2’s mission is to foster individual student growth as an innovator within a safe environment by stimulating creativity, encouraging leadership, promoting teamwork, and building entrepreneurial skills while engaging the global community.

Richland School District 2 Comprehensive Developmental School Counseling Mission

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
Kevin Alberse, Director
Jennifer Cain, Assistant Principal
Maria Owens, Outreach Officer
Sandra Baker, Administrative Assistant

Faculty
Alvin Brown
Michael Ann Fitch
Kirstin Bullington
Nic Jones
Kelli Sumter
Robin Jones
Next Energy Engineering

Clean Energy Systems 1 638000CW:
This course exposes students to three sources of renewable energy: wind, solar and biofuels. Working with solar, thermal, chemical and mechanical sources of clean energy teaches students how to apply physics, geography, chemistry, biology, geometry, algebra and engineering fundamentals. Students learn the most efficient and appropriate use of energy production as they explore the relevant relationships among work, power and energy. Students will engage in a wide variety of hands-on projects and lab activities that both test their knowledge and illustrate the interrelationships between the various forms of clean energy. Credit: 1

Clean Energy Applications 2  638100HW- HONORS:
This course builds on the foundation of Course 1 and introduces nuclear power, steam generation, fuel cells, geothermal power, water power, AC/DC power generation, heat transfer and the laws of thermodynamics. In addition, students now use chemical and thermal energy principles to create, store and use energy efficiently to power a variety of mechanical and electrical devices. Students will engage in a variety of hands-on design projects to demonstrate principles using advanced technology hardware and software. Credit: 1 Prerequisite: Successful completion of course 1 or permission of R2i2 instructor

Clean Energy Strategies 638200CW
Students in this course utilize applicable skills from the foundational courses to tackle challenges associated with the implementation of clean energy technology. The hands-on projects encountered during this course will require students to address specific issues related to providing portable power in any situation, developing new energy storage systems, increasing the efficiency of the modern home, and designing more energy efficient buildings and homes. Prerequisite: Must have completed Sections One and Two Successfully Credit: 1

3D Printing & 3D Design w/CATIA version 5 (v.5) I and II
Note to Counselors: These courses will offer options for blocks or skinnies. The skinnies will be modularized and offered as Mech. 1 or Mech. 2 or AD 1. Blocks are offered for MD 1 & 2 and AD 1 & 2. Blocks offer 2 credit hours.

Mechanical Design 1 617200CW & Mechanical Design 2 617300CW (3D Printing & Design 1 and 2):
The 3D Printing and Design course at R2i2 will educate students on the use and application of CATIA v5: a multi-platform computer-aided design (CAD)/computer-aided manufacturing (CAM)/computer-aided engineering (CAE) software suite. Students will design parts and assemblies according to the specifications of each assignment and manufacture these parts using Additive Manufacturing. Students will prepare for professional certification in CATIA v5 in Mechanical Design 2 and receive more information on the pursuit of careers in this industry. Credit: 1 Credit Each
Architectural Design 1 617000CW & 2 617100CW (3D Printing & Design 3 and 4):
The 3D Printing and Design II course at R2i2 will advance student competency in the use and application of CATIA: a multi-platform computer-aided design (CAD)/computer-aided manufacturing (CAM)/computer-aided engineering (CAE) software suite. This section will have a focus on Architectural Design and Surface Design in CATIA v5. Students will design parts and assemblies according to the specifications of each assignment and manufacture these parts using Additive Manufacturing. Students will prepare for professional certification in CATIA and be introduced to the professional careers within these industries. Credit: 1 Credit Each

Supply Chain and Global Logistics Management

Global Business Logistics 619901CW: 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. Credit: 1

Computer Forensics in the Global Supply Chain 609901CW:
Students will learn the importance of cyber forensics in the global supply chain and how to conduct investigations that include gathering evidence, using software to decode hidden files, and presenting findings. Organizations increasingly rely upon relationships with third-party vendors and partners. These relationships have become progressively more complex as companies engage in more cross-border relationships. A firm’s scrutiny of its supply chain technology is particularly important in the modern era of hacking and computer crimes. Failure to adequately study cyber-attacks can substantially increase an organization’s risk of significant financial losses, as well as exposure to legal investigations and reputational damage. Credit: 1

Computer Programming and Coding

Apple Application Development (Computer Programming 1) 505000CW:
Students will learn the Swift programming language and the Application Programming Interface (API) to write their own Applications for use on iPhone and iPad. Students will work in teams and as individuals to develop apps using Xcode. Credit: 1
Food and Business

Note to Counselors: Offered as skinnies or block in a.m., and block only in p.m..

Mobile and Non-Traditional Food and Service (Business Management & Admin Elective 1) 549900CW & 549901CW:
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. Credits: 1 each

Note to Counselors: Offered in a.m. or p.m. but only in block
Entrepreneurial Management 2 (Business Management & Admin Elective 2) 549905CW & 549906CW:
The purpose of the Entrepreneurial Management course is for the learner to apply management concepts to new and growing businesses while simultaneously focusing on new challenges and opportunities. Students will develop an understanding of how to manage the growth of a small business via planning, budgeting, and strategic execution. Emphasis is placed on maintaining competitive advantage, recognizing and adjusting to changes within the business environment and efficient use of resources in addressing operating constraints. Experiential learning will allow students to apply the information and skills learned. This course continues business interactions and advisory relationships first developed in the prerequisite course. Credits: 2

Virtual & Micro-Business 515000CW:
This course is an in-school, live, business simulation that offers students a competitive edge through project-based, collaborative learning, and the development of 21st-century skills in entrepreneurship, global business, problem solving, communication, personal finance, and technology. This multidimensional, experiential learning model develops high school students into independent-thinking business professionals. Credit: 1

Marketing and Social Media: 509901CW: Designed specifically for students who are interested in a marketing related career. Students will develop those skills required for success as a marketing manager by examining real-world marketing problems. This course is research-intensive, group-oriented, and comprehensive. Explores implications, opportunities and challenges for business and communications professionals using social media and contemporary advertising for organizations. Students will participate in creation of a vast array of social media sites, resources, applications and tools, as well as evaluate the impact, effectiveness and design of various elements of advertising strategy and campaigns. Credit: 1

Any course marked as having honors designation in the above were subject to approval by the district after this guide was due for printing. Please check www.R2i2.org to ensure that the courses remain at honors designation level.
DUAL CREDIT COURSE OFFERINGS

Dual credit courses will only be offered if a minimum number of students qualify and register. Dual Enrollment courses are offered through Midlands Tech and taught by their staff on R2i2’s Student Center campus. To enroll in dual credit courses, students must take the Accuplacer test and meet specified criteria established by the college. The Accuplacer is administered on the campus of BHS and Ridgeview for their students in the fall of each year to all juniors. All other high school students interested in taking dual credit courses must visit the Testing Center on one of the Midlands Technical College campuses.

Please visit http://www.midlandstech.edu/admissions/testing-services

Students who have not taken the placement test, must do so no LATER THAN FEBRUARY 16TH, 2018 to be eligible to take the course offered at R2i2.

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.

BUS 121 BUSINESS LAW I This course is a study of legal procedures, law and society, classifications and systems of law, the tribunals administering justice and their actions, contracts, sales, transfer of titles, rights and duties of the parties, conditions, and warranties. (Prerequisite: RDG 100)
3.0 Credits Spring

CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE 65200EW 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. (Prerequisites: RDG 100, ENG 032)
3.0 Credits Fall

ENG 101 ENGLISH COMPOSITION I 301500EW This is a (college-transfer) course in which the following topics are presented: a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented. (Prerequisites: ENG 100, RDG 100 or equivalent placement test scores)
3.0 Credits Fall

ENG 102 ENGLISH COMPOSITION II 301600EW This is a (college-transfer) course in which the following topics are presented: development of writing skills through logical organization, effective style, literary analysis and research. An introduction to literary genre is also included. (Prerequisite: ENG 101)
3.0 Credits Spring

HIS 201 AMERICAN HISTORY: DISCOVERY TO 1877 332100EW This course is a survey of U.S. history from discovery to 1877. This course includes political, social, economic, and intellectual developments during this period. (Prerequisites: RDG 100, ENG 100) 3.0 Credits Fall
HIS 202 AMERICAN HISTORY: 1877 TO PRESENT 332200EW This course is a survey of U.S. history from 1877 to the present. This course includes political, social, economic, and intellectual developments during this period. (Prerequisites: RDG 100, ENG 100)  3.0 Credits Spring

MAT 110 COLLEGE ALGEBRA 413300EW This course includes the following topics: polynomial, rational, logarithmic, and exponential functions; inequalities; systems of equations and inequalities; matrices; determinants; and solutions of higher degree polynomials. (Graphing calculator required) (Prerequisites: MAT 102, RDG 100 or equivalent placement test score)  3.0 Credits Spring

SPC 205 PUBLIC SPEAKING 304500EW This course is an introduction to the principles of public speaking with application of speaking skills. Students entering this course must be able to communicate clearly with American speakers of English. (Prerequisite: RDG 100, ENG 100, or equivalent test score)  3.0 Credits Fall

- For the Bell Schedule and Shuttle Schedule, please consult www.R2i2.org.