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GENERAL INFORMATION

SCHEDULING INFORMATION

1. Up to two world language Carnegie units of credit may be transferred from middle school to high school. Additionally, up to three Carnegie units of credit in other subject areas may be transferred from middle school to high school. If a middle school student wishes to take any online courses, prior school counselor approval must be obtained. The student must be enrolled in an online program accredited through AdvancED. Middle school students may earn a total of three credits through online programs. Note: if a student desires that more than two world language credits and three credits in other subject areas be transferred from middle school to high school, the student may petition their middle school principal who, in turn, will forward the written request to the district’s Academic Officer for Innovation. The request should be submitted before enrollment in the additional coursework. Military family members who want additional credits to be accepted as prescribed in the state’s military compact must provide a copy of their orders showing assignment to this area through transfer, separation or retirement.

2. Students transferring from other high schools receive credit for previously earned coursework. When students transfer during the middle of a semester, they will be placed in comparable classes whenever possible.

3. English courses should be taken in sequential order. Students may only enroll in one English class per academic year. Exceptions are made for students who have completed the process for early graduation or who have failed an English course and need to be on track to graduate within four years. Exceptions are also considered for students who need to take more than one English course in a year to be able to enroll in an Advanced Placement English course.

4. If a student enrolls after the beginning of a course, attendance counts from the first day of the course, not from the day of enrollment. Students transferring from another school or from another level of the same course receive credit for days attended in the previous class. Absences from the previous course are also transferred.

5. Students who fail a course may not meet the prerequisite requirement for a subsequent course. If the schedule is not corrected by the counseling department, the student should notify their counselor the first day of class.

6. If a student fails a course or if a course is cancelled, schedules will be adjusted over the summer by counselors. Students will receive corrected schedules at the beginning of the year.

7. Students earning a grade of 50-59 in a course for high school credit may be eligible for credit recovery. If a student successfully completes a credit recovery course, a final grade of 60 will replace the failing grade. This opportunity is available in our high schools for many courses required for graduation. Additionally, courses are available for credit recovery through Virtual SC and other online programs accredited through AdvancED. It is important to note that regardless of the grade earned in an online or school-based credit recovery program, the failing grade will be replaced by a final grade of 60. All credit recovery courses must be approved by the school counselor prior to enrollment.

8. Students are encouraged to register for English, math, science and world language course(s) in the level of instruction recommended by their teacher. Students may elect to register for more difficult coursework with parental permission.

9. Administrators assign classes for students who fail to complete the registration process.

10. If a student desires to transfer a dual enrollment credit from a previous school outside the district, the student must provide a transcript from the previous high school as well as a transcript from the university or college that awarded the credit in order for the course to receive appropriate weighting on a Lexington One transcript.

VIRTUAL SCHOOL

LexOne Virtual School is yet another example of the cutting-edge initiatives that this district uses to prepare students for the future. Students can work at their own pace, time and place by logging on and taking courses from their school, a library, home or anywhere else there is Internet connectivity available. Current course offerings include College Preparatory courses in Algebra 1, American Government (one-half unit), Biology 1, Economics (one-half unit), English 1, English 3. The district will offer additional courses as it determines there is a need. Completed virtual school courses appear on official student transcripts.

Tuition for a one-credit course is $200. Tuition for a half-unit course is $100.

For more information, visit the LexOne Virtual School website:http://www.lexington1.net/academics/virtualschool/overview or contact your school counselor. LexOne Virtual School also serves as a sponsor for student enrollment in the South Carolina Virtual School Program. Under unique circumstances, LexOne Virtual School may facilitate enrollment in online courses through other online programs accredited through AdvancED. Students wishing to enroll in any virtual school course must meet all requirements outlined on the web page, including approval from their school counselor to assure appropriate placement and credit on the transcript.

LexOne Virtual School recommends that a student limit themselves to three virtual school credits per school year and that a maximum of 12 virtual school credits be applied to the total number of units required for a high school diploma. For more information contact the LexOne Virtual School Office at (803) 821-1056 or email dsistare@lexington1.net.

SCHEDULE/LEVEL CHANGES

Students are encouraged to choose courses carefully during the registration period. Students receive a verification of their requests following the completion of the registration process. The verification form allows students to review their requests and make any appropriate changes prior to the building of the master schedule.

Once the master schedule is defined, if circumstances change that affect the original course selection, students should submit a request for course change complete with parent signature to the School Counseling Office within 5 days after the semester begins (10 days for year-long courses).

Level change requests are considered with a written parent request. If class space allows, students may request a change in instructional level within one week after the first 4.5-week interim period of a 90-day course or within one week after the nine weeks report card of a 180-day course.

The following Uniform Grading Policy withdrawal procedures are applicable: With the first day of enrollment in the course as a baseline, students who withdraw from a course within three days in a 45 day course, five days in a 90 day course, or ten
days in a 180 day course will do so without penalty.
Students who withdraw from a course after the specified time shall be assigned a WF, and the F (as a 51) will be calculated in the student’s overall grade point average.
The three, five and ten-day limitation for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school.
NOTE: Due to schedule conflicts, there is no guarantee that all courses requested can be scheduled. When possible, students with conflicts are notified to allow them to make alternate selections.

ATTENDANCE
Students taking courses for high school credit can accrue the following number of unexcused absences before losing course credit:
- 45-day classes 3 unexcused absences
- 90-day classes 5 unexcused absences
- 180-day classes 10 unexcused absences

Three unexcused tardies (three minutes late) to any one class can count as an unexcused absence. Students who exceed the approved limits for unexcused absences do not receive course credit.

SEARS
The SEARS program is a Lexington One attendance extension program for high school students who received a final grade of “F” due to unexcused absences beyond the limit allowed for the course. To participate in this program, the student must have otherwise received a passing grade in the course.

Students are allowed to make up no more than two days per term of unexcused absences. Students with excessive absences first term must attend SEARS at end of first term; students with excessive absences second term must attend SEARS at end of second term. The cost of the program is $25 a day.

RETAKING A COURSE
According to the S.C. Uniform Grading Policy, students may retake a course at the same difficulty level under the following conditions:
- Only courses in which a grade of a D or F is earned may be retaken.
- The course in which a D or F is earned may only be retaken during the current academic year or no later than the next academic school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless the student is granted approval by school administration to do so).
- The student’s record will reflect all courses taken and the grade earned. Students who repeat a course in which a D was earned will only receive credit for the repeated course grade.
- Students taking courses for a Carnegie unit prior to their ninth-grade year may retake any such course regardless of the grade earned (must be retaken during ninth grade year). In this case, only the retake grade is used in figuring the student’s Grade Point Ratio (GPR) and only the retake attempt is shown on the transcript. This rule applies whether the grade earned is higher or lower than the pre-ninth grade attempt.

EXAMS
Students in Grades 9–12 take cumulative, standards-based, end-of-course examinations. When applicable, schools administer end-of-course tests required by the Educational Accountability Act in lieu of district end-of-course exams.
Cumulative, end-of-course examinations have a computational weight of 20 percent in the final average.
Students taking Advanced Placement (AP), AP Extension courses and International Baccalaureate (IB) courses are exempt from final exams in those AP/IB courses.
Seniors are exempt from exams except for courses in which they are failing or courses in which they elect to take the exam. Seniors who are not failing a course may opt to take a final exam in that course to improve their grade. For these students, their final grade may be raised, but not lowered, by their final exam grade.

PROMOTION AND RETENTION
In order to comply with state law and to ensure continuous and appropriate progress through Grades 9–12, the Lexington One Board of Trustees has established Administrative Rule IHE-R attached to the district’s Promotion and Retention Policy, IHE. Students are promoted or retained in grade classifications based on these criteria. In Grades 9 through 12, in order to be eligible for promotion to the next grade classification, students must have earned a minimum number of units, as specified below.
To be promoted to Grade 10, second-year students must have earned a minimum of five units. They must have at least one unit each in language arts and mathematics and be enrolled in courses leading to an additional unit of credit in both language arts and mathematics.
To be promoted to Grade 11, third-year students must have earned a minimum of 11 units. Those units must include two language arts and two mathematics courses.
To be promoted to Grade 12, fourth-year students must have earned a minimum of 16 units. Students must have earned at least two units each in English and mathematics and be enrolled in course work for the following year that will allow them to complete the 24 units needed for the South Carolina High School Diploma.
At any time during the fourth year of high school that a student is enrolled in the necessary courses to graduate, whether onsite or virtual, the student will be assigned senior status. A student who plans to graduate in less than four years must complete the necessary application form, which may be obtained through the Counseling Office.

HONOR SOCIETIES
Each district high school sponsors a chapter of Beta Club and/or National Honor Society.
The first year of high school focuses on establishing eligibility status for participation. Students in Grade 9 who obtain an end-of-year GPA of 3.75 will be eligible for participation in Beta Club the following year. Students in Grade 9 who obtain an end-of-year GPA of 4.0 will be eligible for participation in National Honor Society the following year.
Students in Grades 10–11 will be required to obtain a cumulative end-of-year GPA of 3.75 for Beta Club and a cumulative end-of-year GPA of 4.0 for National Honor Society. Both organizations may not be available at all high schools.
Lexington Technology Center sponsors a National Technical Honor Society (NTHS) chapter. Individual high schools may also sponsor a chapter.
GRADUATION REQUIREMENTS

To be eligible to receive a South Carolina High School Diploma, students must earn 24 units. Based on state law, requirements to receive a South Carolina High School Diploma (graduation requirements) for students in Grades 9–12 are prescribed as follows:

- English: 4 Units
- U.S. History: 1 Unit
- Economics: ½ Unit
- Government: ½ Unit
- Other social studies: 1 Unit
- Mathematics: 4 Units
- Three sciences*: 3 Units
- Computer science: 1 Unit
- Physical education or JROTC: 1 Unit
- World language or career/technology elective: 1 Unit
- Electives: 7 Units

Total Required: 24 Units

* Biology and two more.

Note: All ninth-grade students in Lexington One are required to take Leadership 21 and Health and Wellness.

GRADUATION EXERCISES

Only those students who pass the required units for a South Carolina High School Diploma may participate in the commencement exercises held at the end of the school year.

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

HONOR GRADUATES

Each high school recognizes honor graduates at graduation. Seniors with an overall Grade Point Average (GPA) of 4.0 on the SC Uniform Grading Scale or a GPA that ranks in the top 10 percent of the senior class at each high school are recognized as honor graduates.

GRADE POINT RATIO

South Carolina uses a Uniform Grading Scale to calculate Grade Point Ratio (GPR) and class rank for high school students. The South Carolina Uniform Grading Scale assigns grade points for each numerical grade. By state mandate, all courses carry the same grade points with the exception of Honors, AP and IB courses. Honors courses receive an additional 0.5 weighting and AP and IB courses receive an additional 1.0 weighting. Appendix A provides a chart listing number breaks for letter grades, non-weighted grade points and weighted grade points for specified levels.

CLASS RANK

All courses taken for high school graduation credit are included in the calculation of class rank. The instructional level of each course, the student’s grade in each course, and the total number of courses attempted are included in the computation of class rank. Under the Uniform Grading Policy passed by the South Carolina State Board of Education in December 1999, all course grades are based on a state-defined grading scale with corresponding grade point values for each numerical grade. In addition, the policy specifies that only courses taught at the Honors, Advanced Placement, International Baccalaureate, and/or dual enrollment in college courses may be awarded additional weighting values (.5 quality point for Honors and dual enrollment credits and 1.0 quality point for Advanced Placement credits) to be used in computing grade point averages and class rank. Grade Point Ratio (GPR) is calculated using the following formula:

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

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

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

HONORS COURSES

Honors-level courses are designed for students who plan to enroll in a four-year college or university upon graduation. These accelerated courses are provided for students who meet the prerequisite course criteria.

It is the expectation of the district that all eighth-grade students enrolled in high school credit bearing courses continue accelerated instruction by taking honors, Advanced Placement and/or International Baccalaureate courses.

CENTERS FOR ADVANCED STUDY

Each high school will house a Center for Advanced Study to expose students to advanced content areas tied to their interests and help them develop advanced learning skills. The centers include Advanced Agribusiness Research; Advanced STEM Studies, Law and Global Policy Development; Media Arts, Design and Production; Public Health and Advanced Medical Studies; Sustainable Solutions; and World Languages and International Business.
ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are available in the district, based on sufficient enrollment, in English, mathematics, computer science, science, social studies, world language and the fine arts. Students must meet the established criteria before they can enroll in each of the courses. The specific criteria are explained in the course descriptions.

These courses offer college-level instruction in high school, preparing the student for the rigors of college. Students must take the AP Exam and the Extension Honors linked course, if required, to receive AP weighted credit. Successful scores on the AP Exam may qualify students for college credit and advanced standing in colleges and universities throughout the United States. Because AP courses are college-level courses, students should expect intensified study and great demands placed on their time and energy.

INTERNATIONAL BACCALAUREATE

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies designed to meet the needs of the highly motivated high school student in Grades 11 and 12. The comprehensive two-year curriculum allows graduates to experience an internationally recognized program.

Students are required to study and complete examinations in six academic subject areas. This allows students to explore some subjects in depth and some more broadly over the two-year period.

Students are also required to take Theory of Knowledge (a critical thinking course requiring a 1,600 word essay), write an extended essay of 4,000 words and participate in service activities.

This district program is located at Lexington High. For more information, contact a high school counselor and visit the Web site at www.ibo.org.

DUAL CREDIT

Dual credit courses, whether they are taken at the school where the student is enrolled or at a postsecondary institution, are those courses for which the student has been granted permission by his or her home school to earn both Carnegie units and college credit.

Students must obtain written approval from the principal or his/her designee before enrolling in a college course designated as dual credit. Students should plan on remaining at their home campus for at least one half day.

APPROVED DUAL CREDIT COURSES

- English (must take English 1–4 prior to applying for dual credit)
  - ENG 101 English Composition I 301500EW
  - ENG 102 English Composition II 301600EW
  - ENG 282 Fiction 304800EW
- Mathematics (must meet placement test requirement)
  - MAT 140 Analytical Geometry and Calculus I 413603EW
  - MAT 141 Analytical Geometry and Calculus II 413700EW
  - MAT 242 Differential Equations 414600EW
- Science (must meet placement test requirement)
  - CHM 110 College Chemistry I 323700EW
  - CHM 111 College Chemistry II 323800EW
- Social Studies
  - HIS 101 Western Civilization to 1689 336600EW
  - HIS 102 Western Civilization Post 1689 336700EW
  - HIS 104 Introduction to the Civilization of the Islamic Middle East 433500EW
- Computer Science
  - CSCE 145 Algorithmic Design I 477600EW
- History and Appreciation of Art
  - ART 101 352000EW
- Medical Terminology
  - AHS 102 554100EW
- Psychology
  - General Psychology 201 337100EW

Additional Dual Credit Opportunity

- Teacher Cadet 373500EW (State requirement: overall grade point average of 85 or higher, high class rank, five teacher recommendations and a written essay). See “Other Elective Credit” section for course description.

Note: If the above courses are not adequate for an individual student’s course of study, the student may petition the Dual Credit Study Committee to consider the addition of a specific course. The request should be submitted in writing to the district’s Academic Officer for Innovation. The request should include the course title, the course number, the particular college or university, and an explanation as to why the course should be added to the list. Requests should be submitted before July 31 or November 30 in order to be reviewed at the August or December committee meeting.

INTERSCHOLASTIC ACTIVITIES

ELIGIBILITY

A student must be taking a minimum of four academic courses, or their equivalent, for which no previous credit has been received. A student who is repeating a course for which he has previously received credit cannot count this course as one of the four required for eligibility. This is considered as “monitoring” a course.

A student must not have received a high school diploma. If a student turns 19 years of age before July 1 of the upcoming school year he/she is not eligible.

Specific requirements for academic eligibility are mandated by state law under the Education Improvement Act (EIA):

1. To participate in interscholastic activities, students in Grades 9–12 must achieve an overall passing average and pass a total of five academic courses.
2. Students must satisfy eligibility requirements in the semester preceding participation.
   - First semester eligibility is determined by using the final grades earned during the previous year.
   - Credits earned in a summer school approved by the South Carolina Department of Education may apply to first semester eligibility. A maximum of two courses per year may be used.
   - Students eligible for a first semester sport are permitted to complete that sport even if it extends into the second semester. Under the current League program, this applies to participants in basketball and wrestling.
   - Second semester eligibility is determined by using the semester grade for courses taken during the first
3. Handicapped students:
   - Students diagnosed as handicapped and being served in a non-diploma program shall be considered eligible for participation in interscholastic activities if he/she is successfully meeting the requirements of his/her IEP.
   - Students diagnosed as handicapped and being served in a program leading to a state high school diploma must meet all eligibility requirements previously stated for participation in interscholastic activities.

4. Terms defined:
   - Course — Any approved course of instruction in the secondary curriculum, required or elective, for which one unit of credit or its equivalent is awarded on a yearly basis or one-half unit of credit or its equivalent is awarded on a semester basis. If more than one unit of credit is awarded on a yearly basis in a particular course, this subject shall count as more than one course.
   - Academic Course — Those courses of instruction for which credit toward high school graduation is given. These may include required courses or approved electives.
   - Required Courses — Courses specifically mandated for a high school diploma.
   - Credit courses used for eligibility purposes must be courses that are applicable as credit toward a South Carolina High School Diploma. A student may also use college credit courses provided the student has met or is meeting all requirements for graduation.
   - Academic deficiencies may not be made up through enrollment in extension or correspondence schools or adult education programs.

**SPECIAL EDUCATION**

Special education courses provide instruction in vocational, academic and functional skills to qualified students. Students qualifying for special education services must meet requirements set forth by the South Carolina Department of Education as mandated by the Individuals with Disabilities Education Act.

Due process procedures are followed for eligibility and placement in special services programs. An individual educational plan (IEP) is developed for each student. Students in special education will be provided services in the least restrictive environment.

To be eligible to receive a South Carolina High School Diploma, students with special needs must meet graduation requirements (earn 24 units and pass all sections of the Exit Exam).

The Occupational Credential Program is a four-year certificate based program that provides job skill training and self-help skills to students in Grades 9–12. Functional skills are emphasized to promote a smooth transition from school to work. Students in more restrictive placements may obtain a district attendance credential.
Beyond High School

Course Requirements To S.C. Public Colleges and Universities

The Commission on Higher Education (CHE) establishes the minimum course requirements for students who plan to attend a public college in South Carolina. Some colleges require courses in addition to those listed below (see college catalogues for admission requirements).

For more information, please visit the Commission’s website at www.che.sc.gov.

English

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

Mathematics

Four units — including Algebra I (for which Algebra 1 Part One and Two may count together as a substitute, if a student successfully completes Algebra 2), Algebra 2, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra 3/trigonometry, precalculus, calculus, probability and statistics, discrete mathematics, or a capstone mathematics course and should be taken during the senior year.

Laboratory Science

Three units — Two units must be taken in two different fields of the physical or life sciences and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.

World Language

Two units — Two levels of the same world language (some colleges require more)

Social Sciences

Three units — One unit of U.S. History is required; a half unit of Economics and a half unit in Government are strongly recommended.

Fine Arts

One unit — One unit in appreciation, history or performance in one of the fine arts.

Physical Education/JROTC

One unit — Physical education or JROTC

Elective:

One unit must be taken as an elective. A college preparatory course in computer science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English, fine arts, world languages, social science, humanities, laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite), or mathematics above the level of Algebra II.

ACT, SAT, COMPASS AND ASSET

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

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

The SAT-I (Scholastic Aptitude Test) is a multiple-choice test with critical reading, math and writing sections. Each section of the test has a score range of 200 to 800; thus the score range for the entire test is 600 to 2400.

Although a student’s high school record is the single best predictor of potential for success in college, a combination of the high school record and SAT or ACT scores is a more reliable indicator.

The SAT-II is the name for the tests formerly referred to as Achievement Tests. Some colleges request that students take one or more of these tests for admission and/or placement. The SAT-II is given on the same dates and at the same time as the SAT-I except for the March, April test date. All SAT-II tests are one hour in length; therefore, students may take from one to three of the tests during any one administration of the SAT-I and SAT-II.

COMPASS/ASSET

Two-year technical colleges require placement tests. The main purpose of the placement test is to help students identify strengths and needs, and to build a solid plan for success.

The primary test used by Midlands Technical College is COMPASS. COMPASS (Computer-adapted Placement Assessment and Support Services) measures skills in reading, English and mathematics. COMPASS is available on the Midlands Technical College campus.

ASSET is a different placement test used by Midlands Technical College. It is only available in paper and pencil form. The ASSET test includes an essay, a reading comprehension section and a mathematics section.

Educational Lottery Scholarships

The South Carolina legislature provides several opportunities for students to receive scholarships:

Palmetto Fellows

Where Available: Public and private four-year institutions

Value: Maximum of $6,700

Requirements: 1200 SAT/27 ACT (through June), 3.5 GPA on Uniform Grading, top 6 percent of sophomore, junior or senior class OR 1400 SAT/32 ACT (through June), 4.0 GPA on Uniform Grading
The SAT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

**GRADE-POINT AVERAGE**

Only core courses are used in the calculation of the grade-point average.

Be sure to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s Web site (www.eligibilitycenter.org) to make certain that courses being taken have been approved as core courses.

**CORE COURSES DIVISION I**

NCAA Division I requires 16 core courses.

- Four years of English
- Three years of mathematics (Algebra I or higher)
- Two years of natural/physical science (1 year of lab if offered by high school)
- One year of additional English, mathematics or natural/physical science
- Two years of social science
- Four years of additional courses (from any area above, foreign language or comparative religion/philosophy)

**CORE COURSES DIVISION II**

NCAA Division II requires 16 core courses.

- Three years of English
- Two years of mathematics (Algebra I or higher)
- Two years of natural/physical science (1 year of lab if offered by high school)
- Three years of additional English, mathematics or natural/physical science
- Two years of social science
- Four years of additional courses (from any area above, foreign language or comparative religion/philosophy)
- Note: The NCAA does not compute courses prior to ninth grade for eligibility purposes.

**OTHER IMPORTANT INFORMATION**

- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.
- For more information regarding the rules, go to www.nca.org. Click on “Academics and Athletes” then “Eligibility and Recruiting.”
- NCAA considers proficiency-based courses such as courses taught through the Internet, distance learning, and credit recovery to be non-traditional and may not accept all credit acquired in this manner. To determine what types of non-traditional courses can be used to satisfy NCAA core-course requirements, refer to their website and click on “High School Administrator”, “Resources”, and “Common Core Course Questions”.
- If you have questions, call the NCAA Eligibility Center at 877-262-1492.
**CURRICULUM FRAMEWORK**

**OVERVIEW**

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

A framework for curriculum planning aids students and their parents in this process. The curriculum framework used by Lexington One includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan.

Working with their parents, counselors and teachers, students develop plans that include academic as well as profession-related courses. Their plans also identify extended learning opportunities that are designed to prepare students for transition to post-secondary education and the workplace.

Lexington One strives to provide a comprehensive curriculum to address the individual needs of all of our students. The framework provides a structure for planning and communicating high expectations.

**FRAMEWORK DESIGN**

A comprehensive curriculum framework includes the following elements: schools of study, clusters of study, majors for each cluster of study, and an Individual Graduation Plan (IGP). The IGP consists of the recommended curriculum and the template for each major.

A school of study is a way to organize the curriculum into broad program areas that are inter-related in nature and that relate to various professions and academic areas of study. There are five schools of study in our framework. A cluster of study is a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry level through professional levels. Clusters of study provide a way to organize and tailor coursework and learning experiences around areas of interests. Clusters of study are designed to provide a seamless transition from high school study to post-secondary study and/or the workforce. There are 16 clusters of study from which to choose.

A cluster of study has several majors. A major is designed to enable students to focus on an area of interest that motivates them to stay in school, to be better prepared for post-secondary choices and/or for the workplace. Each student who completes the requirements for a major will receive special recognition at graduation. A major consists of the completion of at least four required units of study in that area. It is recommended that students take at least one course at the highest level offered. The district’s curriculum currently provides the opportunity to complete a major in more than 30 career areas.

**INDIVIDUAL GRADUATION PLAN**

The purpose of the Individual Graduation Plan (IGP) is to assist students and their parents in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. It builds on the coursework, assessments and counseling in middle and high school. The IGP is not intended to reflect all aspects of the high school experience. School counselors begin working with students regarding interests, clusters of study, majors, post-secondary choices and high school options through individual and group counseling in the sixth grade. This includes information on academic and professional goals, career activities and access to career resources. Teacher and parental involvement throughout this process is vital. Students are never locked into a specific cluster or major. Students can change majors if their professional interests change. They can use the curriculum framework, with its schools of study, clusters of study and majors, and career assessment information in making these decisions.

**FRAMEWORK AND TEMPLATES**

A chart illustrating the district curriculum framework is provided on the next page. The following section contains the curriculum templates and identifies the courses required for each major.
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Programs/Tracks</th>
</tr>
</thead>
</table>
| **ARTS AND HUMANITIES**                     | • Advanced Placement  
• English  
• Graphic Technology and Animation  
• History  
• Journalism and Broadcasting  
• Performing Arts  
• Visual Arts  
• World Languages |
| **EDUCATION AND TRAINING**                  | • Teaching and Training |
| **BUSINESS, MANAGEMENT AND INFORMATION SYSTEMS** | • Business Financial Management  
• Business Information Management  
• General Management |
| **FINANCE CLUSTER**                         | • Accounting |
| **HOSPITALITY AND TOURISM**                 | • Restaurant and Food/Beverage Services |
| **INFORMATION TECHNOLOGY CLUSTER**          | • Networking Systems  
• Programming and Software Development  
• Web and Digital Communication |
| **MARKETING SALES AND SERVICE CLUSTER**     | • Marketing Communications  
• Marketing Management  
• Merchandising (Fashion Emphasis) |
| **AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER** | • Agribusiness Systems  
• Horticulture  
• Natural and Environmental Resources Management  
• Plant and Animal Science |
| **ARCHITECTURE AND CONSTRUCTION CLUSTER**   | • Architecture  
• Construction |
| **MANUFACTURING CLUSTER**                   | • Maintenance, Installation and Repair  
• Production |
| **SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS CLUSTER** | • Computer Science and Engineering  
• Electrical Engineering  
• Environmental Engineering  
• General Engineering  
• Mathematics  
• Science |
| **TRANSPORTATION, DISTRIBUTION AND LOGISTICS CLUSTER** | • Automotive Vehicle Service, Maintenance and Body Repair |
| **GOVERNMENT AND PUBLIC ADMINISTRATION CLUSTER** | • Global Leadership  
• National Security |
| **LAW, PUBLIC SAFETY AND SECURITY CLUSTER** | • Emergency and Fire Management  
• Law Enforcement Services |
| **SCHOOL OF LEADERSHIP AND PUBLIC SERVICES** |                                           |
## CurrICulum TemplaTes

### School of Arts and Humanities

**Cluster of Study: Arts and Humanities**

**Major: Advanced Placement**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>SAMPLE CORE CHOICES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
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</tr>
<tr>
<td>Four units</td>
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</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Graduation Requirements**

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)
- Electives (seven units)

**Local Requirements**

- Leadership for the 21st Century (9th Grade)

<table>
<thead>
<tr>
<th>Required Courses for Major (Four credits required)</th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
</table>
| Any four Advanced Placement courses              | Extension courses linked to Advanced Placement courses | Career Mentoring
Shadowing
Internship
Youth Apprenticeship
Cooperative Education
Career Information Delivery System
Exposure
Senior Experience |
|                                                   | Any honors course that would complement area of interest | |

**Professional Opportunities Upon Graduation**

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
</table>
| Not applicable      | Not applicable         | College professor
College dean
CEO
International entrepreneur |

*Course selection will depend on satisfying prerequisites.*
## Required Core for Graduation

<table>
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<tr>
<th><em>English</em></th>
<th>English 1</th>
<th>English 2</th>
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<th>English 4</th>
</tr>
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<tbody>
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<td></td>
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<tr>
<th><em>Science</em></th>
<th>Biology</th>
<th>Chemistry or Other Lab Science</th>
<th>Physics or Other Lab Science</th>
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</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>One unit of Social Studies</th>
<th>U.S. History</th>
<th>Economics/Government</th>
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<tbody>
<tr>
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</tr>
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</table>

### Additional Graduation Requirements

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)
- Electives (seven units)

### Local Requirements

- Leadership for the 21st Century (9th Grade)

### Required Courses for Major (Four credits required)

- English 3 Honors
- English 4 Honors
- AP English
- IB English HL-2 #
- ENG 101
- ENG 102
- Advanced Composition and Creative Writing
- Speech 1
- Speech 2
- Journalism courses above introductory level (1 credit only)
- Theatre 2
- Southern Literature or Literary Film Studies

### Complementary Coursework

- Journalism courses
- Teacher Cadet
- Fine Arts courses
- Social Studies courses
- Latin courses
- Literary Moves

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Experience

## Professional Opportunities Upon Graduation

<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>Receptionist</td>
<td>Educator</td>
</tr>
<tr>
<td>Sales Associate</td>
<td>Sales Associate</td>
<td>Public Relations Specialist</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Library Assistant</td>
<td>Writer</td>
</tr>
<tr>
<td>Clerical Assistant</td>
<td>Clerical Assistant</td>
<td>Editor</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.

† Honors preparation lab courses count toward the total units for a major.

# IB Diploma students only
## Required Core for Graduation

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<td>English 1</td>
</tr>
<tr>
<td>Math* Four units</td>
<td>Algebra 1</td>
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<tr>
<td>Science* Three units</td>
<td>Biology</td>
</tr>
<tr>
<td>Social Studies Three units</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Additional Graduation Requirements</td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td>Local Requirements</td>
<td>Leadership for the 21st Century (9th Grade)</td>
</tr>
</tbody>
</table>

### Required Courses for Major (Four credits required)

- Web Page Design 1
- Art 2
- 3-D Design 2
- Digital Art and Design 1 (2 units)
- Digital Art and Design 2 (2 units)
- Foundations of Animation
- Web Page Design 2
- Advanced Animation
- Broadcasting Production
- Media Technology 1

### Complementary Coursework

- Digital Desktop Publishing
- Visual Arts courses

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

## Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
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## Required Core for Graduation

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<thead>
<tr>
<th>SAMPLE CORE CHOICES</th>
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<th>10</th>
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<th>12</th>
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<tbody>
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<td>Electives (seven units)</td>
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<td></td>
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<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
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</tbody>
</table>

### Required Courses for Major

(Four credits required)

- AP European History ♦
- AP Human Geography ♦
- AP US History ♦
- AP World History
- Current Issues
- iCivics
- World History Honors
- Art 101 – History and Appreciation of Art

### Complementary Coursework

- English courses
- Teacher Cadet
- Psychology
- Sociology
- Journalism courses
- Art courses
- World Language courses

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Experience

## Professional Opportunities Upon Graduation

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<tr>
<td>Museum Curator</td>
<td>Paralegal</td>
<td>College professor</td>
</tr>
<tr>
<td>Educator</td>
<td>Media Center Assistant</td>
<td>College dean</td>
</tr>
<tr>
<td>Writer</td>
<td>Research Assistant</td>
<td>CEO</td>
</tr>
<tr>
<td>Researcher</td>
<td></td>
<td>International entrepreneur</td>
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♦Honors preparation lab courses count toward the total units for a major.
School of Arts and Humanities
Cluster of Study: Arts and Humanities

Major: Journalism and Broadcasting

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<table>
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<th>Additional Graduation Requirements</th>
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<tbody>
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| Local Requirements | Leadership for the 21st Century (9th Grade) |

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<tr>
<th>Required 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>Two or more journalism courses above introductory level or Speech 1 Speech 2 Advanced Composition and Creative Writing 1 Advanced Composition and Creative Writing 2</td>
<td>Digital Desktop Publishing Theatre courses Fine Arts courses World Language courses Social Studies courses</td>
<td>Career Mentoring Shadowing Internship Youth Apprenticeship Cooperative Education Career Information Delivery System Exposure Senior Experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Opportunities Upon Graduation</th>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disc Jockey</td>
<td>Technical Writer</td>
<td>Journalist</td>
<td></td>
</tr>
<tr>
<td>Layout Designer</td>
<td>Proofreader</td>
<td>Television Anchor</td>
<td></td>
</tr>
<tr>
<td>Broadcast Technician</td>
<td>Reporter</td>
<td>Station Manager</td>
<td></td>
</tr>
<tr>
<td>Audio/Video Operator</td>
<td>Sound Engineering Technician</td>
<td>Media Specialist</td>
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*Course selection will depend on satisfying prerequisites.*
## Required Core for Graduation

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### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)

### Local Requirements
- Leadership for the 21st Century (9<sup>th</sup> Grade)

### Required Courses for Major (Four credits required)
- Band courses
- Choral courses
- Theatre courses above level one
- Dance courses above level one
- Orchestra courses
- Music courses

### Complementary Coursework
- Social Studies courses
- World Language courses
- Fine Arts courses
- Cosmetology
- Carpentry
- Building Construction courses
- Speech courses
- Teacher Cadet

### Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

## Professional Opportunities Upon Graduation

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<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musician/Accompanist</td>
<td>Set Design Technician</td>
<td>Actor/Producer/Director</td>
</tr>
<tr>
<td>Actor</td>
<td>Costume Technician</td>
<td>Music Therapist</td>
</tr>
<tr>
<td>Singer</td>
<td>Sound/Lighting Technician</td>
<td>Educator</td>
</tr>
<tr>
<td>Make-up Artist</td>
<td>Stage Electrician</td>
<td>Choral Director</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
### Required Core for Graduation

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</tr>
<tr>
<td><strong>Additional Graduation</strong></td>
<td>Requirements</td>
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<td>World Language or CATE (one unit)</td>
</tr>
<tr>
<td><strong>Local Requirements</strong></td>
<td></td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Courses for Major

A minimum of two Visual Arts courses above introductory level and Digital Desktop Publishing Image Editing.

### Complementary Coursework

- Foundations in Animation
- Social Studies courses
- Marketing courses
- Housing and Interiors
- Teacher Cadet

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

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<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>Cartoonist</td>
<td>Art Educator</td>
</tr>
<tr>
<td>Photographer</td>
<td>Graphic Illustrator</td>
<td>Photojournalist</td>
</tr>
<tr>
<td>Craft Artist</td>
<td>Interior Designer</td>
<td>Curator/Gallery Manager</td>
</tr>
<tr>
<td>Florist</td>
<td>Fashion Designer</td>
<td>Art Therapist</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.
# School of Arts and Humanities

## Cluster of Study: Arts and Humanities

### Major: World Languages

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</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (half unit)</td>
</tr>
<tr>
<td><strong>Leadership for the 21st Century (9th Grade)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Required Courses for Major** (Four credits required)

- French 2, 3, 4, 5 or Spanish 2, 3, 4, 5 or German 2, 3, 4, 5 or Latin 1, 2, 3, 4

- or

  - Levels 2, 3 of one language and Levels 1, 2 of another language

  - or

    - A final proficiency rating of 14 or above in any language.

**Complementary Coursework**

- Other World Languages
- Social Studies courses
- JROTC
- International Business and Marketing
- Fine Arts courses
- Teacher Cadet

**Extended Learning Opportunity Options Related to Major**

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

<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>Not Applicable</td>
<td>Not Applicable</td>
<td>Educator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language Translator/Interpreter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Consultant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Military Intelligence</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
### Required Core for Graduation

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>SAMPLE CORE CHOICES</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English*</td>
<td>English 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four units</td>
<td>English 2</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>English 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math*</td>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Four units</td>
<td>Algebra 2 or Geometry</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Pre-Calculus or Calculus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science*</td>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td>Chemistry or Other Lab Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics or Other Lab Science</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Other Lab Science</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>One unit of Social Studies</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Three units</td>
<td>U.S. History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics/Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Graduation</td>
<td>Physical Education or JROTC (one unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements</td>
<td>Computer Science (one unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Language or CATE (one unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Wellness (half unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Requirements</td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Courses for Major

<table>
<thead>
<tr>
<th>Required 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 (Dual Credit)</td>
<td>Advanced Composition and Creative Writing</td>
<td>Career Mentoring</td>
</tr>
<tr>
<td>Psychology/Sociology</td>
<td>Fine Art courses</td>
<td>Shadowing</td>
</tr>
<tr>
<td>Child Development 1</td>
<td>JROTC</td>
<td>Internship</td>
</tr>
<tr>
<td>Child Development 2</td>
<td>Foods and Nutrition 1</td>
<td>Youth Apprenticeship</td>
</tr>
<tr>
<td>Digital Desktop Publishing</td>
<td>Foods and Nutrition 2</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Speech 1</td>
<td></td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td>AP or approved dual credit course of choice♦</td>
<td></td>
<td>Exposure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Experience</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<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>Docent</td>
<td>Day Care Supervisor</td>
<td>Educator</td>
</tr>
<tr>
<td>Recreation/Fitness Trainer</td>
<td>Instructional Assistant</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Day Care Provider</td>
<td>Substitute Teacher</td>
<td>Counselor/Psychologist</td>
</tr>
<tr>
<td>Preschool Aide</td>
<td>Training Manager</td>
<td>Human Resource Director</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.
♦Honors preparation lab courses count toward the total units for a major.
## Required Core for Graduation

<table>
<thead>
<tr>
<th>SAMPLE CORE CHOICES</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*</td>
<td>Four units</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Electives (seven units)</td>
</tr>
<tr>
<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Required Courses for Major
(Four credits required)

- Accounting 1
- Business Finance
- And any two below:
  - Integrated Business Applications 1
  - Accounting 2
  - Business Law
  - International Business and Marketing
  - Personal Finance
  - Entrepreneurship
  - Professional and Leadership Development

## Complementary Coursework

- Web Page Design and Development
- Digital Desktop Publishing
- Marketing
- Teacher Cadet
- Any Statistics course
- Virtual Enterprise

## Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
  - Exposure
  - Senior Experience

## Professional Opportunities Upon Graduation

<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>Medical Billing Clerk</td>
<td>Accountant</td>
<td>Certified Public Accountant</td>
</tr>
<tr>
<td>Payroll Clerk</td>
<td>Financial Services Agent</td>
<td>Financial Planner</td>
</tr>
<tr>
<td></td>
<td>Credit Manager</td>
<td>Chief Financial Officer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
# Required Core for Graduation

<table>
<thead>
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<th>11</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong>* Four units</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td><strong>Math</strong>* Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>* Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Health and Wellness (half unit)</td>
</tr>
<tr>
<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Courses for Major (Four credits required)
- Image Editing
- Digital Desktop Publishing
- And any two below:
  - Exploring Computer Science
  - Integrated Business Applications
  - Advertising
  - Foundations of Animation
  - IT Fundamentals
  - Web Page Design and Development

### Complementary Coursework
- Virtual Enterprise
- International Business and Marketing
- Marketing or Marketing (Sports Emphasis)
- Marketing Management

### Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
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<td>Bookkeeping Clerk</td>
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<td>Financial Planner</td>
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<tr>
<td></td>
<td>Credit Manager</td>
<td>Chief Financial Officer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
# Required Core for Graduation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)

### Local Requirements
- Leadership for the 21st Century (9th Grade)

### Required Courses for Major
(Four credits required)

| Accounting 1 Entrepreneurship
| And any two below:
| Integrated Business Applications 1 Accounting 2
| Business Finance
| Business Law
| International Business and Marketing
| Marketing
| Marketing Management
| Virtual Enterprise
| Professional and Leadership Development

### Complementary Coursework
- Personal Finance
- Marketing courses
- Any Statistics course
- Psychology/Sociology
- Speech courses

### Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
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<td>Payroll Clerk</td>
<td>Financial Services Agent</td>
<td>Financial Planner</td>
</tr>
<tr>
<td></td>
<td>Credit Manager</td>
<td>Chief Financial Officer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
## School of Business, Management and Information Systems
### Cluster of Study: Finance

**Major: Accounting**

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>SAMPLE CORE CHOICES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>English</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td>English 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Biology</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9&lt;sup&gt;th&lt;/sup&gt; Grade)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required 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>Accounting 1</td>
<td>Digital Desktop Publishing</td>
<td>Career Mentoring</td>
</tr>
<tr>
<td>Accounting 2</td>
<td>Web Page Design and Development</td>
<td>Shadowing</td>
</tr>
<tr>
<td>And any two below: Personal Finance</td>
<td>Marketing courses</td>
<td>Internship</td>
</tr>
<tr>
<td>Integrated Business Applications 1</td>
<td></td>
<td>Youth Apprenticeship</td>
</tr>
<tr>
<td>Business Finance</td>
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<td>Cooperative Education</td>
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<tr>
<td>Virtual Enterprise</td>
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<td>Career Information Delivery System</td>
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<tr>
<td>Entrepreneurship</td>
<td></td>
<td>Exposure</td>
</tr>
<tr>
<td>Professional and Leadership Development</td>
<td></td>
<td>Senior Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Opportunities Upon Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School Diploma</strong></td>
</tr>
<tr>
<td>Bill and Account Collector</td>
</tr>
<tr>
<td>New Accounts Clerk</td>
</tr>
<tr>
<td>Customer Service Representative</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>2-Year Associate Degree</strong></td>
</tr>
<tr>
<td>Loan Officer</td>
</tr>
<tr>
<td>Loan Processor</td>
</tr>
<tr>
<td>Credit Analyst</td>
</tr>
<tr>
<td>Mortgage Underwriter</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>4-Year Degree and Higher</strong></td>
</tr>
<tr>
<td>Branch Manager</td>
</tr>
<tr>
<td>Insurance Agent</td>
</tr>
<tr>
<td>Internal Auditor</td>
</tr>
<tr>
<td>Operations Manager</td>
</tr>
<tr>
<td>Title Research/Examiner</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
## Required Core for Graduation

<table>
<thead>
<tr>
<th>SAMPLE CORE CHOICES</th>
</tr>
</thead>
<tbody>
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<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
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<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

**English**
- Four units
- **English 1**
- **English 2**
- **English 3**
- **English 4**

**Math**
- Four units
- **Algebra 1**
- **Algebra 2 or Geometry**
- Probability/Statistics, Geometry or Pre-Calculus
- Pre-Calculus or Calculus

**Science**
- Three units
- **Biology**
- **Chemistry or Other Lab Science**
- **Physics or Other Lab Science**
- **Other Lab Science**

**Social Studies**
- Three units
- One unit of Social Studies
- U.S. History
- Economics/Government

**Additional Graduation Requirements**
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)
- Electives (seven units)

**Local Requirements**
- Leadership for the 21st Century (9th Grade)

### Required Courses for Major

- (Four credits required)

### Complementary Coursework

- Entrepreneurship
- Personal Finance
- Accounting 2
- Business Law
- Visual Arts courses
- Psychology/Sociology
- Speech

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

## Professional Opportunities Upon Graduation

<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>Caterer</td>
<td>Chef</td>
</tr>
<tr>
<td>Front Desk Clerk</td>
<td>Cook</td>
<td>Dietician/Nutritionist</td>
</tr>
<tr>
<td>Hostess</td>
<td>Food and Beverage Services Manager</td>
<td>Hotel Manager</td>
</tr>
<tr>
<td>Server</td>
<td>Restaurant Manager</td>
<td>Restaurant Manager (larger restaurants)</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>SAMPLE CORE CHOICES</th>
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<tr>
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### Required Courses for Major

(Four credits required)

- Computer Programming 1 (Java)
- Computer Programming 2 (Java)
- And any two below:
  - Web Page Design and Development 1
  - IT Fundamentals
  - Game Design and Development
  - Exploring Computer Science
  - Entrepreneurship
  - Professional and Leadership Development
  - Foundations of Animation

### Complementary Coursework

**Extended Learning Opportunity Options Related to Major**

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

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<td>Digital Art and Design 1</td>
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<td>Visual Arts courses</td>
<td>Youth Apprenticeship</td>
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<td>Image Editing 1</td>
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<td>Computer Programming 2 (Java)</td>
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<td>Digital Art and Design 1 Marketing courses</td>
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<tr>
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| Professional Opportunities Upon Graduation         |
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| High School Diploma                                | 2-Year Associate Degree | 4-Year Degree and Higher |
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| Technical Support Specialist                       | Help Desk Specialist    | Software Application Manager                          |
| Web Site Maintenance Specialist                    | Network Administrator   | Computer Software Engineer                            |
|                                                  | Computer Programmer     | Operations Research Analyst                           |

*Course selection will depend on satisfying prerequisites.
*Honors preparation lab count toward the total units for a major.
## School of Business, Management and Information Systems
### Cluster of Study: Marketing Sales and Services
### Major: Marketing Communications

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<tr>
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<tr>
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<tr>
<td>Virtual Enterprise</td>
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### Required Courses for Major
(Four credits required)
- Marketing Management
- And any two below:
  - Integrated Business Applications 1
  - Accounting 1
  - Accounting 2
  - Advertising
  - Business Law
  - Marketing Research
  - Virtual Enterprise
  - Entrepreneurship
  - Professional and Leadership Development

### Complementary Coursework

- Psychology/Sociology
- Visual Arts courses
- Speech courses
- Theatre courses
- Fashion Merchandising 1
- Merchandising (with a Fashion Emphasis)
- Digital Fashion Design
- Digital Media Marketing

### Extended Learning Opportunity Options Related to Major
- Career Mentoring
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- Career Information Delivery System Exposure
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## Required Courses for Major

(Four credits required)

- Marketing Merchandising (Fashion Emphasis)
- And any two below:
  - Image Editing 1
  - Integrated Business Applications 1
  - Advertising
  - Digital Desktop Publishing
  - Digital Media Marketing
  - Fashion Merchandising 1
  - International Business and Marketing
  - Marketing Research
  - Web Page Design and Development 1
  - Web Page Design and Development 2
  - Entrepreneurship
  - Professional and Leadership Development

## Complementary Coursework

- Psychology/Sociology
- Visual Arts courses
- Speech courses
- Theatre courses
- Digital Fashion Design
- Virtual Enterprise

## Extended Learning Opportunity Options Related to Major

- Career Mentoring
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<td><strong>Science</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
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</tr>
<tr>
<td>Three units</td>
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</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>One unit of Social Studies</td>
</tr>
<tr>
<td>Three units</td>
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<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
</tr>
<tr>
<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9th Grade)</td>
</tr>
</tbody>
</table>

### Required Courses for Major

- (Four credits required)

### Complementary Coursework

- Environmental and Marine Science
- Accounting courses
- Visual Arts courses

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
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*Course selection will depend on satisfying prerequisites.*
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<tbody>
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<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Health and Wellness (half unit)</td>
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<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9th Grade)</td>
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</table>

### Required Courses for Major (Four credits required)
- Agricultural Science and Technology (2 units)
- And any two from below:
- Introduction to Horticulture
- Turf and Lawn Management
- Floriculture
- Landscape Technology

### Complementary Coursework
- Environmental and Natural Resources
- Animal Science
- Forestry
- Outdoor Recreation
- Wildlife Management

### Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

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<td><strong>Science</strong>*</td>
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### Required Courses for Major
(Four credits required)

- Environmental and Natural Resources Management
- Agricultural Science and Technology
- Forestry
- Wildlife Management
- Earth Science
- Agriculture Mechanics and Technology
- Environmental and Marine Science
- Outdoor Living

### Complementary Coursework

- Biology
- Marketing courses

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
- Exposure
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## Professional Opportunities Upon Graduation

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<tr>
<td>Logger</td>
<td>Forestry Technician</td>
<td>Forester</td>
</tr>
<tr>
<td>Hunting Guide</td>
<td>Wildlife Technician</td>
<td>Wildlife Biologist</td>
</tr>
<tr>
<td>Survey Technician</td>
<td>Water Quality Technician</td>
<td>Agricultural Engineer</td>
</tr>
<tr>
<td>Parks Grounds</td>
<td>Soil Technician</td>
<td>Conservation Officer</td>
</tr>
<tr>
<td>Maintenance Technician</td>
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</tbody>
</table>

### Required Courses for Major (Four credits required)

- Agricultural Science and Technology (2 units)
- or
- Animal Science

And any two from below:
- Small Animal Care
- Intro to Veterinary Science
- Food Processing

### Complementary Coursework

- Environmental and Natural Resources
- Animal Science
- Forestry
- Outdoor Recreation
- Wildlife Management
- Introduction to Horticulture
- Turf and Lawn Management
- Floriculture
- Landscape Technology

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
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### Professional Opportunities Upon Graduation

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*Course selection will depend on satisfying prerequisites.*
# School of Engineering, Manufacturing and Industrial Technologies
## Cluster of Study: Architecture and Construction

### Required Core for Graduation

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</table>

### Required Courses for Major

- Mechanical Design 1
- Architectural Design 1
- Architectural Design 2
- Architectural Design 3 Honors
- Physics Honors
- AP Physics ♦
- 3-D Design
- Green Methods Honors
- 3-D Solid Modeling

### Complementary Coursework

- Building Construction courses
- Calculus
- Physics
- Visual Arts courses

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

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<td>Drafting Assistant</td>
<td>CAD Technician</td>
<td>Architect</td>
</tr>
<tr>
<td>Technical Illustrator</td>
<td>Architectural Engineering Technician</td>
<td>Construction Engineer/Civil Environmental Engineer</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Civil Engineering Technician</td>
<td>Mechanical Engineer</td>
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<tr>
<td>Construction Technician</td>
<td>Engineering Design Technician</td>
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*Course selection will depend on satisfying prerequisites.
♦Honors preparation lab courses count toward the total units for a major.
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<thead>
<tr>
<th>Required Core for Graduation</th>
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<td><strong>Social Studies Three units</strong></td>
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<table>
<thead>
<tr>
<th>Required 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>Carpentry 1 (2 units) Carpentry 2 (2 units) or Building Construction 1 (2 units) Building Construction 2 (2 units)</td>
<td>Introduction to Construction Geometry Mechanical and Architectural Design courses Visual Arts courses Cabinet Making Green Methods Honors</td>
<td>Career Mentoring Shadowing Internship Youth Apprenticeship Cooperative Education Career Information Delivery System Exposure Senior Experience</td>
</tr>
</tbody>
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### Professional Opportunities Upon Graduation

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<tr>
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<td><strong>Local Requirements</strong></td>
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<tr>
<th></th>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity 1 (2 units)</td>
<td>Welding courses, Machine Technology courses, Physical Education courses, Mechanical Design 1, 3-D Solid Modeling</td>
<td>Career Mentoring, Shadowing, Internship, Youth Apprenticeship, Cooperative Education, Career Information Delivery System Exposure, Senior Experience</td>
</tr>
<tr>
<td>Electricity 2 (2 units)</td>
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### Professional Opportunities Upon Graduation

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<th>2-Year Associate Degree</th>
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</thead>
<tbody>
<tr>
<td>Maintenance Assistant Electrical Helper</td>
<td>Maintenance Machinist, Electrician, HVAC Technician, Maintenance Planner, Systems Troubleshooter/Technician</td>
<td>HVAC Systems Designer, Mechanical Engineer, Production Manager, Industrial Engineer, Electrical Engineer, Maintenance Manager</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
**School of Engineering, Manufacturing and Industrial Technologies**  
**Cluster of Study: Manufacturing**  
**Major: Production**

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<tr>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
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<tr>
<td>Additional Graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Health and Wellness (half unit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives (seven units)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Requirements</td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Courses for Major (Four credits required)**

- Machine Technology 1 (2 units)  
- Machine Technology 2 (2 units)  
- Welding 1 (2 units)  
- Welding 2 (2 units)  

**Complementary Coursework**

- Mechanical and Architectural Design courses  
- Power Equipment Technology 1 (2 units)  
- Power Equipment Technology 2 (2 units)  
- Welding 3 (2 units)  

**Extended Learning Opportunity Options Related to Major**

- Career Mentoring  
- Shadowing  
- Internship  
- Youth Apprenticeship  
- Cooperative Education  
- Career Information Delivery System Exposure  
- Senior Experience

**Professional Opportunities Upon Graduation**

<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>Drill Press Operator</td>
<td>Machinist</td>
<td>Design Engineer</td>
</tr>
<tr>
<td>Band Saw Operator</td>
<td>CNC Operator</td>
<td>Manufacturing Engineer</td>
</tr>
<tr>
<td>Shop Helper</td>
<td>Manufacturing Machinery Technician</td>
<td>Metallurgist</td>
</tr>
<tr>
<td>Production Machine Operator</td>
<td>Tool and Die Maker</td>
<td>Quality Control Engineer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.
### Required Core for Graduation

<table>
<thead>
<tr>
<th>SAMPLE CORE CHOICES</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>
| **English***  
Four units | English 1 | English 2 | English 3 | English 4 |
| **Math***  
Four units | Algebra 1 | Algebra 2 or Geometry | Probability/Statistics, Geometry or Pre-Calculus | Pre-Calculus or Calculus |
| **Science***  
Three units | Biology | Chemistry or Other Lab Science | Physics or Other Lab Science | Other Lab Science |
| **Social Studies***  
Three units | One unit of Social Studies | U.S. History | Economics/Government |
| **Additional Graduation Requirements** | Physical Education or JROTC (one unit)  
Computer Science (one unit)  
World Language or CATE (one unit)  
Health and Wellness (half unit) | Electives (seven units) |
| **Local Requirements** | Leadership for the 21st Century (9th Grade) |

### Required Courses for Major  
(Four credits required)

- Exploring Computer Science  
  Computer Programming 1 and 2 (Java)  
  or  
  Web Page Design and Development 1 and 2  
  And one from below:  
  Calculus  
  AP Calculus ♦  
  AP Computer Science A ♦  
  Game Design and Development  
  MAT 140  
  MAT 141

<table>
<thead>
<tr>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
</table>
| IT Fundamentals | Career Mentoring  
  Shadowing  
  Internship  
  Youth Apprenticeship  
  Cooperative Education  
  Career Information Delivery System  
  Exposure  
  Senior Experience |

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
</table>
| Not applicable | Engineering Transfer Credit | Computer Software Engineer  
  Computer Systems Analyst  
  Network Systems Analyst  
  Chief Information Officer |

*Course selection will depend on satisfying prerequisites.  
♦Honors preparation lab courses count toward the total units for a major.
## Required Core for Graduation

<table>
<thead>
<tr>
<th>Required Core for Graduation</th>
<th>SAMPLE CORE CHOICES</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td><strong>English</strong>*&lt;br&gt;Four units</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td><strong>Math</strong>*&lt;br&gt;Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>*&lt;br&gt;Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong>*&lt;br&gt;Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
</tbody>
</table>

## Additional Graduation Requirements

- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)
- Electives (seven units)

## Local Requirements

Leadership for the 21st Century (9th Grade)

## Required Courses for Major

(Four credits required)

- Introduction to Engineering
- Mechanical Design
- Engineering Technology Honors
- Electronics for Engineers Honors

## Complementary Coursework

- 3D Solid Modeling
- Electricity 1
- Calculus
- AP Calculus
- Physics
- AP Physics

## Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

<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>Not applicable</td>
<td>Engineering Transfer Credit</td>
<td>Electrical Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bioengineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemical Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mechanical Engineer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
### Required Core for Graduation

<table>
<thead>
<tr>
<th>Core Category</th>
<th>Units</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>*<em>English</em></td>
<td>Four units</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>*<em>Math</em></td>
<td>Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>*<em>Science</em></td>
<td>Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>Electives (seven units)</td>
<td></td>
</tr>
<tr>
<td><strong>Local Requirements</strong></td>
<td></td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Courses for Major (Four credits required)

- Introduction to Engineering
- Mechanical Design
- Engineering Technology Honors
- Green Methods Honors
- AP Environmental Science◆

### Complementary Coursework

- Environmental and Marine Science
- Calculus
- AP Calculus
- Physics
- AP Physics

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

<table>
<thead>
<tr>
<th>Diploma Level</th>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
<th>4-Year Degree and Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Engineering Transfer Credit</td>
<td>Environmental Engineer Technician</td>
<td>Environmental Engineer Bioengineer Chemical Engineer Electrical Engineer Civil Engineer Mechanical Engineer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.
◆Honors preparation lab courses count toward the total units for a major.
### Required Core for Graduation

<table>
<thead>
<tr>
<th>SAMPLE CORE CHOICES</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong>*</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Health and Wellness (half unit)</td>
</tr>
<tr>
<td></td>
<td>Electives (seven units)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
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</tr>
</tbody>
</table>

### Required Courses for Major (Four credits required)

<table>
<thead>
<tr>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Engineering Mechanical Design</td>
<td>Environmental and Marine Science</td>
</tr>
<tr>
<td>3D Solid Modeling</td>
<td>Calculus</td>
</tr>
<tr>
<td>Engineering Technology Honors Architectural Design 1</td>
<td>AP Calculus</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>AP Physics</td>
</tr>
<tr>
<td></td>
<td>Career Mentoring</td>
</tr>
<tr>
<td></td>
<td>Shadowing</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td>Youth Apprenticeship</td>
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<tr>
<td></td>
<td>Cooperative Education</td>
</tr>
<tr>
<td></td>
<td>Career Information Delivery System Exposure</td>
</tr>
<tr>
<td></td>
<td>Senior Experience</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<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>Not applicable</td>
<td>Engineering Transfer Credit Environmental Engineer Technician</td>
<td>Environmental Engineer Bioengineer Chemical Engineer Electrical Engineer Civil Engineer Mechanical Engineer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
### Required Core for Graduation

<table>
<thead>
<tr>
<th>Sample Core Choices</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>*</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td>Four units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>*</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
<tr>
<td>Three units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
<td>Electives (seven units)</td>
</tr>
<tr>
<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9&lt;sup&gt;th&lt;/sup&gt; Grade)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses for Major (Four credits required)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complementary Coursework</strong></td>
<td>Chemistry</td>
<td>Auto CAD courses</td>
<td>Introduction to Pre-Engineering Technology</td>
<td></td>
</tr>
<tr>
<td><strong>Extended Learning Opportunity Options Related to Major</strong></td>
<td>Career Mentoring</td>
<td>Shadowing</td>
<td>Internship</td>
<td>Youth Apprenticeship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>Cooperative Education</td>
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<td></td>
<td></td>
<td>Career Information Delivery System</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Senior Experience</td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<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>Accounts Clerk</td>
<td>Accountant</td>
<td>Stock Broker/Financial Planner</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>Tax Preparer</td>
<td>Educator</td>
</tr>
<tr>
<td></td>
<td>Logistics/Scheduler</td>
<td>Statistician</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.

♦Honors preparation lab courses count toward the total units for a major.
### Required Core for Graduation

<table>
<thead>
<tr>
<th>SAMPLE CORE CHOICES</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

#### English*
- Four units
  - English 1
  - English 2
  - English 3
  - English 4

#### Math*
- Four units
  - Algebra 1
  - Algebra 2 or Geometry
  - Probability/Statistics, Geometry or Pre-Calculus
  - Pre-Calculus or Calculus

#### Science*
- Three units
  - Biology
  - Chemistry or Other Lab Science
  - Physics or Other Lab Science
  - Other Lab Science

#### Social Studies
- Three units
  - One unit of Social Studies
  - U.S. History
  - Economics/Government

#### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)
- Electives (seven units)

#### Local Requirements
- Leadership for the 21st Century (9th Grade)

### Required Courses for Major
(Four credits required)

- Environmental and Natural Resources courses
- World Languages
- Calculus
- Green Methods Honors

### Complementary Coursework

- Environmental and Natural Resources courses
- World Languages
- Calculus
- Green Methods Honors

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

<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 Assistant</td>
<td>Forestry Technician</td>
<td>Chemist</td>
</tr>
<tr>
<td>Landscaper</td>
<td>Veterinarian Assistant</td>
<td>Educator</td>
</tr>
<tr>
<td>Zoo Attendant</td>
<td>Lab Technician</td>
<td>Physicist</td>
</tr>
<tr>
<td>Production Worker</td>
<td>Engineer Technician</td>
<td>Meteorologist</td>
</tr>
<tr>
<td>Entry Level Lab Technician</td>
<td>Pharmacy Technician</td>
<td>Ecologist</td>
</tr>
<tr>
<td>Entry Level Quality Technician Assistant</td>
<td>Forensics Technician</td>
<td>Forensics Specialist</td>
</tr>
<tr>
<td>Materials Handler</td>
<td></td>
<td>Packaging Engineer</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.

†Honors preparation lab courses count toward the total units for a major.

#IB Diploma students only.
### Required Core for Graduation

<table>
<thead>
<tr>
<th>SAMPLE CORE CHOICES</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
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<td>English 3</td>
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<td><strong>Math</strong>*</td>
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<td><strong>Science</strong>*</td>
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<td><strong>Social Studies</strong></td>
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</tr>
<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>World Language or CATE (one unit)</td>
</tr>
<tr>
<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Courses for Major

*(Four credits required)*

<table>
<thead>
<tr>
<th>Complementary Coursework</th>
<th>Extended Learning Opportunity Options Related to Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology 1 and 2</td>
<td>Welding courses Accounting courses Marketing courses Physics</td>
</tr>
<tr>
<td>or Automotive Collision Repair Technology 1 and 2</td>
<td>Career Mentoring Shadowing Internship Youth Apprenticeship Cooperative Education Career Information Delivery System Exposure Senior Experience</td>
</tr>
<tr>
<td>or Power Equipment Technology 1 and 2</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Opportunities Upon Graduation

<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>Maintenance Technician</td>
<td>Service Technician</td>
<td>Mechanical Engineer</td>
</tr>
<tr>
<td>Bus Driver</td>
<td>Automotive Technician</td>
<td>Automotive Design Engineer</td>
</tr>
<tr>
<td>Auto Body Preparation Technician</td>
<td>Mechanic</td>
<td>Automotive Business Entrepreneur</td>
</tr>
<tr>
<td>Mechanic Helper</td>
<td>Auto Body Painter</td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
## Required Core for Graduation

<table>
<thead>
<tr>
<th>SAMPLE CORE CHOICES</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>&lt;sup&gt;*&lt;/sup&gt; Four units</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td><strong>Math</strong>&lt;sup&gt;*&lt;/sup&gt; Four units</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
<td>Probability/Statistics, Geometry or Pre-Calculus</td>
<td>Pre-Calculus or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong>&lt;sup&gt;*&lt;/sup&gt; Three units</td>
<td>Biology</td>
<td>Chemistry or Other Lab Science</td>
<td>Physics or Other Lab Science</td>
<td>Other Lab Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong> Three units</td>
<td>One unit of Social Studies</td>
<td>U.S. History</td>
<td>Economics/Government</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)

### Local Requirements
- Leadership for the 21st Century (9th Grade)

## Required Courses for Major (Four credits required)

- Health Science 1 and 2
- Health Science 3 (or exemption courses: PLTW Human Body Systems, Medical Terminology, Anatomy and Physiology or AP Biology)
- Health Science Clinic Study Honors (2 units)

*or*

- Health Science 2
- Health Science 3 (or exemption courses: PLTW Human Body Systems, Medical Terminology, Anatomy and Physiology or AP Biology)
- Health Science Internship Medical Terminology or AHS 102 (Medical Terminology)

## Complementary Coursework

- Latin courses
- Sports Medicine courses
- Chemistry courses

## Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

## Professional Opportunities Upon Graduation

<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>Dental Assistant or Hygienist</td>
<td>Nurse</td>
</tr>
<tr>
<td>Home Health Assistant</td>
<td>Medical Laboratory Technician</td>
<td>Therapist</td>
</tr>
<tr>
<td>Nursing Aide</td>
<td>Phlebotomist</td>
<td>Health Care Administrator</td>
</tr>
<tr>
<td>Unit/Ward Secretary</td>
<td>Respiratory Therapist Technician</td>
<td>Nurse Practitioner</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
## Required Core for Graduation

- **English***: Four units
  - English 1
  - English 2
  - English 3
  - English 4

- **Math***: Four units
  - Algebra 1
  - Algebra 2 or Geometry
  - Probability/Statistics, Geometry or Pre-Calculus
  - Pre-Calculus or Calculus

- **Science***: Three units
  - Biology
  - Chemistry or Other Lab Science
  - Physics or Other Lab Science
  - Other Lab Science

- **Social Studies**: Three units
  - One unit of Social Studies
  - U.S. History
  - Economics/Government

- **Additional Graduation Requirements**: Physical Education or JROTC (one unit)
  - Computer Science (one unit)
  - World Language or CATE (one unit)
  - Health and Wellness (half unit)
  - Electives (seven units)

- **Local Requirements**: Leadership for the 21st Century (9th Grade)

## Required Courses for Major (Four credits required)

- Sports Medicine 1
- Sports Medicine 2
- Sports Medicine Clinical (required)
- Biology 2
- AP Biology
- Latin courses
- Chemistry courses
- Health Science 3
- Pharmacy for Medical Careers

## Complementary Coursework

- Medical Terminology or AHS 102 (Medical Terminology)
- Anatomy and Physiology

## Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Experience

## Professional Opportunities Upon Graduation

<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>Personal Trainer</td>
<td>Physical Therapy Assistant</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Physical Therapy Aide</td>
<td>Pharmacy Technician</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td>Pharmacy Aide</td>
<td>Occupational Therapy Assistant</td>
<td>Orthopedic Surgeon</td>
</tr>
<tr>
<td>Occupational Therapy Aide</td>
<td>Surgical Technician</td>
<td>Sports Psychologist</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.

This work-based credit internship must include a rotation with a physician or other sports medicine specialists as a supervisor for a minimum of six full weeks (60 hours).
## Required Core for Graduation

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<th>SAMPLE CORE CHOICES</th>
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<td><strong>Science</strong>*</td>
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<tr>
<td><strong>Additional</strong></td>
<td>Physical Education or JROTC (one unit)</td>
<td>Computer Science (one unit)</td>
<td>Electives (seven units)</td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>World Language or CATE (one unit)</td>
<td>Health and Wellness (half unit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Local</strong></td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Required Courses for Major

(Four credits required)

**Cosmetology 1/2 (4 units)**  **Cosmetology 3/4 (4 units)**

**Complementary Coursework**

- Visual Arts courses
- Psychology/Sociology
- Marketing courses
- Business courses
- Chemistry
- Anatomy and Physiology
- Entrepreneurship

**Extended Learning Opportunity Options Related to Major**

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

<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>Cosmetologist</td>
<td>Not Applicable</td>
<td>Educator</td>
</tr>
<tr>
<td>Nail Technician</td>
<td></td>
<td>(State board certification required for Cosmetology license)</td>
</tr>
<tr>
<td>Skin Care/Make-up Artist</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(State board certification/license may be required)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
# Required Core for Graduation

<table>
<thead>
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<th>Required Core for Graduation</th>
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<tbody>
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<td></td>
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<td><strong>Math</strong>* Four units</td>
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</tr>
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<td><strong>Science</strong>* Three units</td>
<td>Biology</td>
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<td><strong>Social Studies</strong>* Three units</td>
<td>One unit of Social Studies</td>
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<tr>
<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9th Grade)</td>
</tr>
</tbody>
</table>

## Required Courses for Major

(Four credits required)

- Global Leadership for the 21st Century
- and
- three of the following:
  - Speech 1
  - iCivics
  - Entrepreneurship
  - Professional and Leadership Development
  - AP Human Geography
  - AP American Government
  - AP Microeconomics
  - AP Comparative Government
  - One JROTC course above level one

## Complementary Coursework

- Speech 2
- Teacher Cadet
- AP European History
- AP World History

## Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

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<tr>
<td>Not applicable</td>
<td>Not applicable</td>
<td>CEO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural Liason</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Entrepreneur</td>
</tr>
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### Required Core for Graduation

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</table>

### Additional Graduation Requirements
- Physical Education or JROTC (one unit)
- Computer Science (one unit)
- World Language or CATE (one unit)
- Health and Wellness (half unit)

### Local Requirements
- Leadership for the 21st Century (9th Grade)

### Required Courses for Major
(Four credits required)
- JROTC Aerospace three units plus honors
- JROTC Naval Science 1, 2, 3, 4
- Army JROTC Leadership, Education and Training 2, 3, 4, 5

### Complementary Coursework
- Business Law
- Law Education
- Psychology/Sociology
- World Language courses
- Current Issues
- Physical Education courses

### Extended Learning Opportunity Options Related to Major
- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System
- Exposure
- Senior Experience

### Professional Opportunities Upon Graduation

<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>Law Enforcement Officer</td>
<td>Law Enforcement Officer</td>
<td>Military Officer</td>
</tr>
<tr>
<td>Military Recruit</td>
<td>Military Recruit</td>
<td>FBI Agent</td>
</tr>
<tr>
<td>Military Recruiter</td>
<td>Military Recruiter</td>
<td>Federal Marshal</td>
</tr>
<tr>
<td>Correctional Officer</td>
<td>Correctional Officer</td>
<td>Secret Service Agent</td>
</tr>
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*Course selection will depend on satisfying prerequisites.*
## Required Core for Graduation

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</tr>
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<tr>
<td>Four units</td>
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</tr>
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<td></td>
</tr>
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<td>Algebra 1</td>
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<td>Three units</td>
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<td><strong>Additional Graduation Requirements</strong></td>
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<tr>
<td></td>
<td>Physical Education or JROTC (one unit)</td>
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<td>Electives (seven units)</td>
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<td><strong>Local Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership for the 21st Century (9th Grade)</td>
</tr>
</tbody>
</table>

### Required Courses for Major (Four credits required)

- Firefighter 1
- Firefighter 2

### Complementary Coursework

- Physics
- Chemistry courses
- Physical Education courses
- World Language courses
- Criminal Justice

### Extended Learning Opportunity Options Related to Major

- Career Mentoring
- Shadowing
- Internship
- Youth Apprenticeship
- Cooperative Education
- Career Information Delivery System Exposure
- Senior Experience

## Professional Opportunities Upon Graduation

<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>Firefighter Dispatcher Police Officer</td>
<td>Emergency Medical Technician Firefighter Supervisor</td>
<td>Emergency Management and Response Coordinator Emergency Planning Manager Arson Investigator Fire Chief</td>
</tr>
</tbody>
</table>

*Course selection will depend on satisfying prerequisites.*
### Required Core for Graduation

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<tr>
<td><strong>Math</strong>*</td>
<td>Algebra 1</td>
<td>Algebra 2 or Geometry</td>
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<td><strong>Science</strong>*</td>
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<tr>
<td><strong>Additional Graduation Requirements</strong></td>
<td>Physical Education or JROTC (one unit) Computer Science (one unit) World Language or CATE (one unit) Health and Wellness (half unit)</td>
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<td>Electives (seven units)</td>
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<tr>
<td><strong>Local Requirements</strong></td>
<td>Leadership for the 21st Century (9th Grade)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Required Courses for Major
(Four credits required)

<table>
<thead>
<tr>
<th>Law Enforcement Services 1 (2 units)</th>
<th>Law Enforcement Services 2 (2 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law</td>
<td>Business Law</td>
</tr>
<tr>
<td>Law Education</td>
<td>Law Education</td>
</tr>
<tr>
<td>Psychology/Sociology</td>
<td>Psychology/Sociology</td>
</tr>
<tr>
<td>World Language courses</td>
<td>World Language courses</td>
</tr>
<tr>
<td>Current Issues</td>
<td>Current Issues</td>
</tr>
<tr>
<td>Physical Education courses</td>
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<tr>
<td>JROTC</td>
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</table>

### Complementary Coursework

<table>
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<tr>
<th>Extended Learning Opportunity Options Related to Major</th>
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<tbody>
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<td>Career Mentoring</td>
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<tr>
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<td>Internship</td>
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<td>Cooperative Education</td>
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<td>Career Information Delivery System</td>
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### Professional Opportunities Upon Graduation

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<tr>
<th>High School Diploma</th>
<th>2-Year Associate Degree</th>
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</thead>
<tbody>
<tr>
<td>Police Officer</td>
<td>Paralegal</td>
<td>Criminologist</td>
</tr>
<tr>
<td>Dispatcher</td>
<td>Detective</td>
<td>FBI Agent</td>
</tr>
<tr>
<td>Correctional Officer</td>
<td>Crime Lab Technician</td>
<td>Federal Marshal</td>
</tr>
<tr>
<td>Magistrate</td>
<td>State Trooper</td>
<td>Secret Service Agent</td>
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*Course selection will depend on satisfying prerequisites.*
Schools of the Future — Now!

Goal: To prepare a new generation of leaders and global citizens

Description of 21st century graduates:
- Self-directed in learning and life
- Academically confident and competent/sophisticated in 21st century skills
- Think critically and creatively/innovative
- Communicate effectively
- Problem solve
- Collaborate
- Possess a broad global view of their world
- Speak multiple languages
- Care and integrity

What is the Lexington One Schools of the Future — Now! initiative?

When you think of the Lexington One 21st century graduate, picture individuals who take charge of their own learning, challenge themselves to stretch their academic abilities, think critically and creatively, communicate effectively, problem solve, collaborate, possess a broad view of their world, and are multilingual.

The Lexington County School District One Schools of the Future — Now! initiative prepares students to be a new generation of leaders and global citizens. That means our graduates will possess the necessary skills to compete, contribute and succeed locally and globally, and will be well-equipped to meet the anticipated needs of jobs, challenges and technologies that currently do not exist.

Why is the Schools of the Future — Now! initiative important?

At one time, integration of new ideas and technology took decades. Now, scientific and technological advances are introduced at a speed never before seen. Information can be shared around the world in seconds. Computers and cell phones connect the most remote locations. Knowledge and the ability to innovate has become the commodity that is valued and produces wealth.

The world is moving faster than the current education system. Preparing children to live and prosper in a 21st century global environment while using 20th century learning models will not work.

Change is necessary to ensure that students in Lexington One remain competitive in a shifting international economy and global landscape. The Schools of the Future — Now! initiative equips students with the tools, the perspective and the skills to adapt and succeed.
Centers for Advanced Study

Each center will:

- Enhance motivation
- Stress preparation for post-secondary work
- Allow for cutting-edge opportunities
- Provide interaction with experts in the field
- Develop research skills
- Allow for self-directed learning
- Prepare a new generation of leaders and global citizens

What are the Centers for Advanced Study?

Each high school and the Lexington Technology Center house a Center for Advanced Study to provide students with focused knowledge and skills at the advanced level.

Four Centers opened in 2011-12:
- Advanced Agribusiness Research at Pelion High School
- Advanced STEM Studies at Lexington Technology Center
- Public Health and Advanced Medical Studies at White Knoll High School
- International Business and Executive Leadership at Lexington High School

Three Centers opened in 2013-14:
- The Center for Sustainable Solutions at Gilbert High School
- The Center for Law and Global Policy Development at River Bluff High School
- The Center for Media Arts, Design and Production at River Bluff High School

Students at each Center explore advanced coursework for two to three years (depending on the Center) for a half day all year long. Center students have many opportunities for self-directed learning. They have opportunities to develop their research skills, pursue a deeper understanding of a subject area of their own interest, and interact with experts in their particular field of study. Each Center focuses on preparation for post-secondary study and careers through specialized research projects and externships (work-based experiences that are short in duration). Such cutting edge opportunities enhance student motivation to become academically confident and competent.

What is the focus of the centers?

- Integrated learning
- Problem-solving, critical thinking and innovation
- Deep understanding of subject area tied to student’s interests
- Specialized technology
- Collaborative learning
- Project management
- 21st century global issues
- Internships and externships
The Center for Advanced Agribusiness Research at Pelion High School prepares students to pursue post-secondary studies and careers in the field of agribusiness. The Center is open to all juniors and seniors in Lexington One. Students spend a total of two 90-minute blocks within the Center (half a day) each semester. The Center curriculum allows students to pursue studies beyond the normal agriculture curriculum and includes internships, externships and research opportunities. The greenhouse, hydroponics lab and on-site agriculture field provide students with a self-directed learning opportunity to conduct research for their capstone senior project. Students are able to develop leadership and professional skills through participation in FFA activities.

### Center Completer Requirements

In order to be recognized as a Center Completer, students must successfully complete at least six of the eight possible units:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 208 Introduction to Agricultural Economics</td>
<td>.5 Unit</td>
</tr>
<tr>
<td>AGR 209 Introduction to Agricultural Marketing</td>
<td>.5 Unit</td>
</tr>
<tr>
<td>HRT 110 Plant Form and Function</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Probability and Statistics HN (Focus on Agribusiness)</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Technology and Power in Agribusiness HN</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Agricultural Management and Research HN</td>
<td>1 Unit</td>
</tr>
<tr>
<td>AP Environmental Science and Preparation Lab HN</td>
<td>2 Units</td>
</tr>
<tr>
<td>AGR 201 Sustainable Agriculture</td>
<td>.5 Unit</td>
</tr>
<tr>
<td>AGR 211 Agriculture Calculations</td>
<td>.5 Unit</td>
</tr>
</tbody>
</table>

Spanish 3 HN (Business in the Spanish Speaking World) may be substituted for any of the above courses. Pre Calculus HN (Focus on Agribusiness) may be substituted for Probability and Statistics HN. AP Biology/Preparation Lab HN may be substituted for AP Environmental Science/Preparation Lab HN.

### Suggested Course Sequence

#### Freshman:
- **English:** 1 HN/CP or 2 HN/CP
- **Math:** Algebra 1 or 2 HN/CP
- **Science:** Biology 1 HN/CP
- **Social Studies:** World History HN/CP
- **Physical Education:** 1
- **Computer Science Elective:**
- **Fine Arts Elective:**
- **Leadership Elective:** 21

#### Sophomore:
- **English:** 2 HN/CP or 3 HN/CP
- **Math:** Geometry and/or Algebra 2
- **Science:** Chemistry
- **Social Studies:** Course of Choice
- **World Language:** 1 and 2
- **Two Electives**

#### Junior:
- **English:** 3 HN/CP or 4 HN/CP
- **Math:** P/S HN/AP (Center) or Pre-Calculus CP/HN
- **Science:** HRT 110 (Dual Credit/Center)
- **Social Studies:** U.S. History AP
- **World Language:** 3 HN
- **AGR 208 and 209 (Dual Credit/Center)**
- **Technology and Power in Agribusiness HN (Center)**

#### Senior:
- **English:** 4 HN/CP or AP
- **Math:** Calculus CP/AP
- **Science:** AP Environmental Science and Preparation Lab HN (Center)
- **Social Studies:** Government/Economics
- **Agricultural Management and Research HN (Center)**
- **AGR 201 and 211 (Dual Credit/Center)**
### 11th-Grade Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade</th>
<th>Unit(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 208—Introduction to Agricultural Economics</td>
<td>682400EH</td>
<td>11</td>
<td>.5</td>
<td>This course is a study of agricultural economics principles. Topics include the application of these principles to the solution of agricultural economics, farm organization, land economics, farm prices, government farm policies and farm business problems related to national/international economies.</td>
</tr>
<tr>
<td>AGR 209—Introduction to Agricultural Marketing</td>
<td>682200EH</td>
<td>11</td>
<td>.5</td>
<td>This is a technical course of marketing methods, practices and policies in agriculture. The course emphasizes the management applications of marketing techniques in an agricultural environment. Students also have opportunities for guest speakers, field trips, and externships from local agribusiness partners. This course culminates in a capstone experience based on student research of a specific agribusiness.</td>
</tr>
<tr>
<td>HRT 110—Plant Form and Function</td>
<td>321200EW</td>
<td>11</td>
<td>1</td>
<td>This course is a study of morphology, anatomy and physiology of higher plants. Emphasis is on plant structure, functions of plant parts, plant processes, plant growth and development and plant inheritance. Instruction includes hands-on experiences analyzing soils, calculating and applying soil amendments for optimal crop growth, and designing and conducting experiments using the agricultural scientific research lab and the hydroponics green house.</td>
</tr>
<tr>
<td>Probability &amp; Statistics Honors</td>
<td>414100HW</td>
<td>11</td>
<td>1</td>
<td>This course includes the study of probability, statistics and discrete mathematics topics using common agribusiness examples and problems. Students engage in the collection, organization, display, analysis and interpretation of data. Topics such as sequences, series, matrices, vectors, mathematical induction, and special graphs are applied to solve problems. Fundamentals of inferential statistics and hypothesis testing are studied. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.</td>
</tr>
<tr>
<td>Technology and Power in Agribusiness Honors</td>
<td>562101HW</td>
<td>11</td>
<td>1</td>
<td>This course is designed to teach students the operation and maintenance of technological equipment commonly used in agribusiness. Typical instructional activities include hands-on experiences with agricultural power units, large machinery operation and calibration, precision farming equipment, and the science behind the functioning of these and other agribusiness technologies.</td>
</tr>
</tbody>
</table>

### 12th-Grade Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade</th>
<th>Unit(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Management and Research Honors</td>
<td>561401HW</td>
<td>12</td>
<td>1</td>
<td>This course prepares students to operate enterprises producing various crops such as cereal grain, small fruits, vegetables, and other plant products and includes instruction in soils, plant physiology, crop cultivation practices, plant diseases, pest management, harvesting, and marketing.</td>
</tr>
<tr>
<td>Advanced Placement Environmental Science</td>
<td>327700AW</td>
<td>12</td>
<td>1</td>
<td>This course is designed to be the equivalent of a one semester introductory college course in environmental science. The goal of the course is to provide students with scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. This course is linked to a required preparation lab honors course.</td>
</tr>
<tr>
<td>AP Environmental Science Preparation Lab Honors</td>
<td>328902HW</td>
<td>12</td>
<td>1</td>
<td>This course is a required link to Advanced Placement Environmental Science and is only open to those students enrolled in that course.</td>
</tr>
<tr>
<td>AGR 201—Sustainable Agriculture</td>
<td>628100EH</td>
<td>12</td>
<td>.5</td>
<td>This course provides an evaluation of the main goals of sustainable agriculture to include environmental health, economic profitability and social and economic equity. Students evaluate management and technological approaches and policies that influence agricultural practices.</td>
</tr>
<tr>
<td>AGR 211—Agriculture Calculations</td>
<td>628300EH</td>
<td>12</td>
<td>.5</td>
<td>This course is a study of the mathematical applications in crop and livestock production, agribusiness and financial management. Mastery of the concepts assist students in understanding the importance of such applications in the agricultural industry.</td>
</tr>
</tbody>
</table>

*Students must enroll in AGR 208, AGR 209, & HRT 110 concurrently.*

*Students must enroll in AGR 201 & AGR 211 concurrently.*
The Center for Law and Global Policy Development at River Bluff High School features a curriculum developed closely with area international policy and legal professionals to ensure that students’ experiences are grounded in an understanding of the process involved in the creation of public policy, as well as the practical application of law. This curriculum is built around case studies involving social, environmental and economic issues impacting citizens on the local, national and international levels. In addition, students learn how to apply the technological skills needed to navigate the professional needs of policy creation/implementation and legal research/practice. The Center for Law and Global Policy Development has as its focus the understanding that public service is the aim of policy and legal professions.

Recommendation: Students applying to the Center are recommended to have completed one World Language credit before entering the freshman year. The Center is open to all juniors and seniors in Lexington One. Students will spend a half-day within the Center each semester.

**Center Completer Requirements**

To be recognized as a Center Completer, students must complete at least six Center courses:

- AP US History—1 unit
- AP American Government—1 unit
- AP US History Preparation Lab—1 unit
- Global Policy—1 unit
- Current Controversies & International Relations—1 unit
- Legal and Policy Debate—1 unit
- Law & Justice—1 unit
- Law and Policy Practicum—1 unit

**Suggested Course Sequence**

**Freshman Year**
- English: English 1 HN/CP or 2 HN/CP
- Math: Algebra 1 or 2 HN/CP
- Science: Biology 1 HN/CP
- Social Studies: AP Human Geography
- Physical Education 1
- Computer Science or Fine Arts Elective
- Leadership 21/Personal Health & Wellness
- World Language

**Sophomore Year**
- English: English 2 HN/CP or 3 HN/CP
- Math: AP Statistics or P/S CP or Geometry HN/CP
- Science: Chemistry HN/CP
- Social Studies: Government/Economics
- World Language
- Fine Arts Elective
- and two additional electives

**Junior Year**
- English: English 3 CP or 4 AP/CP
- Math: Pre-Calculus HN/CP
- Science: Physics HN/CP
- Social Studies & Center Courses:
  - AP US History
  - AP US History Preparation Lab Honors
  - Current Controversies and International Relations
  - Law & Justice
- World Language

**Senior Year**
- English: English 4 CP or 5 AP
- Math: Calculus AP/CP
- Science: AP Environmental Science
- Social Studies & Center Courses: AP Macro economics and/or AP Microeconomics
  - AP American Government
  - Global Policy Honors
  - Legal and Policy Debate
  - Law and Policy Practicum
### 11th Grade

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP U.S. History (focus on Law &amp; Policy)</td>
<td>337250AW</td>
</tr>
<tr>
<td>Grade 11</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

**Requirements:** Students take the AP U.S. History Exam. The S.C. End-Of-Course Examination program requires students taking this course to take the U.S. History End-Of-Course Test, summer reading/assignment.

This course provides students with a learning experience equivalent to that obtained in college introductory United States history courses. Students examine major historical developments from the age of discovery to the present. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in United States history. Emphasis is placed on analyzing historical data, synthesizing evidence and evaluating the ideas of others as students develop the ability to express themselves with clarity and precision when writing essays. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

**AP U.S. History Preparation Lab Honors** 336950HW

Grade 11 1 unit

This course is a required link to Advanced Placement U.S. History and is only open to those students enrolled in that course.

**Current Controversies & International Relations Honors** 339932HW

Grade 11 1 unit

Students in this Center are challenged to think globally while fostering an understanding of the United States' position in the world. This course focuses on the principal forces and factors influencing world affairs, with an emphasis on the role the United States plays in issues such as: human rights, economics, terrorism, the environment and drug trafficking. Students create portfolios based on international relations topics that can be used and built upon in subsequent Center courses.

**Law & Justice Honors** 339933HW

Grade 11 1 unit

In this course, which uses the methodology of project-based learning, students take the role of attorneys at a law firm who must recommend whether or not to take a case that is going to the Supreme Court. Students review the facts of the case, consider pro and con sides of the issue, and analyze the potential effects of precedents established by the courts. Students learn the balance needed between individual rights and the public good, the need for an independent judiciary, the rule of law, the concept of judicial review and the principle that the bill of rights limits the power of the Federal government and politics courses. The College board determines the course description; therefore, the content of this course must adhere to those requirements.

### 12th Grade

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP American Government</td>
<td>337350AW</td>
</tr>
<tr>
<td>Grade 12</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

**Requirement:** Advanced Placement American Government Exam, summer reading/assignment

This course provides students with a comprehensive critical perspective on American government and politics. Students develop analytic perspectives for interpreting, understanding and explaining political events in this country. The course provides students with a learning experience equivalent to that obtained in most college introductory U.S. government and politics courses. The College board determines the course description; therefore, the content of this course must adhere to those requirements.

**Global Policy Honors** 339934HW

Grade 12 1 unit

To remain competitive in a global society, students need to understand how global issues affect their own country and local community. This seminar-based course uses case studies to research the role of global policy in addressing problems and challenges that face the world (poverty, conflict, injustice and inequality). Students create policy solutions based on their research, culminating in presentations and debates focused on the proposed solutions.

**Legal and Policy Debate Honors** 339935HW

Grade 12 1 unit

The ability to persuade others through effective argumentation is a critical skill to master in the development of effective leadership. In this course, students develop an understanding of both the criminal and civil trial processes, from mediation to mock trial, as they assume the various roles played by the participants in the court system. Students also become well versed in a wide range of policy topics through resources such as Project Citizen (Center for Civic Education) and the study of sociology, foreign affairs, economic policy and domestic politics. Students work on important skills, such as public speaking, critical thinking, negotiation, communication, debating and team building.

**Law and Policy Practicum Honors** 339936HW

Grade 12 1 unit

In this capstone course, students have the opportunity to increase their knowledge of substantive areas of law and policy by gaining firsthand exposure to careers in these areas through shadowing experiences, externships/internships and guest speakers. Students create portfolios centered on their individual interests in these areas that contain case studies, research and a drafted policy proposal which students defend to an expert panel.

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**Contact Information:**

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Marci Newman, Director for Counseling and Advisement  
mnewman2@lexington1.net
The Center for Media Arts, Design and Production at River Bluff High School offers students the
topportunity to craft works that link technological skill to their creative energies. The Center
offers experiences in music technology and recording, television and video production,
technical theater, and digital photography. The Center is open to all juniors and seniors in
Lexington One. Students spend a total of a half day within the Center each semester. Students
and faculty collaborate with each other and with other professionals on projects that are shared
in a variety of venues inside and outside of RBHS. Students also develop practical skills
applicable to almost any career including: critical analysis, research, teamwork, flexibility,
perseverance, and the ability to meet deadlines. The relationship between the fine arts,
technology and business, as well as the creative collaboration required to be successful in the
Media Arts, Design and Production industries, are at the core of students’ experiences in this
Center for Advanced Study.

<table>
<thead>
<tr>
<th>Areas of Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Technology and Recording</td>
</tr>
<tr>
<td>Television and Video Production</td>
</tr>
<tr>
<td>Technical Theatre</td>
</tr>
<tr>
<td>Digital Photography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Center Completer Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Year</strong></td>
</tr>
<tr>
<td>- Two Level 1 courses in chosen Area of Emphasis (2 credits)</td>
</tr>
<tr>
<td>- One Level 1 Center Comprehensive—Fluid Design Honors (1 credit)</td>
</tr>
<tr>
<td>- One Optional Course* (1 credit) as follows:</td>
</tr>
<tr>
<td>- Level 1 Course in another Area of Emphasis</td>
</tr>
<tr>
<td>- OR</td>
</tr>
<tr>
<td>- Honors Fine Arts Course</td>
</tr>
</tbody>
</table>

| **Senior Year** |
| - Two Level 2 courses in chosen Area of Emphasis (2 credits) |
| - One Level 2 Center Comprehensive—Production Practicum (1 credit) |
| - One Optional Course* (1 credit) as follows: |
|   - Level 1 Course in another Area of Emphasis |
|   - OR |
|   - Honors Fine Arts Course |

*Student must meet any prerequisites for the optional course.
*To be recognized as a Center Completer, students must complete at least six Center courses.
**Music Technology and Recording**

Students considering this area of emphasis should have some prior experience in music performance or composition.

**Level 1**

**Sound Design and Recording Honors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11, 12, 10</td>
<td>1</td>
<td>459926HW</td>
</tr>
</tbody>
</table>

Students explore audio hardware and software. They are introduced to MIDI (Music Instrument Digital Interface) sequencing applications. Topics include in-studio recording techniques, live sound amplification, micing, effects processors, and equalization. Students develop mixing board fluency and engineering techniques.

**Digital Music Technology Honors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11, 12, 10</td>
<td>1</td>
<td>459927HW</td>
</tr>
</tbody>
</table>

Students extend their knowledge of the computer, the electronic keyboard (synthesizer), and MIDI sequencing techniques. They are introduced to music theory, notation software and recording software.

**Level 2**

**Advanced Sound Design and Recording Honors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11, 12, 10</td>
<td>1</td>
<td>459933HW</td>
</tr>
</tbody>
</table>

Students extend their knowledge and skill in MIDI sequencing techniques, study and apply recording techniques and track-mixing techniques, and work with hardware and software designed for synchronizing music to video. Additionally, students explore careers associated with the music industry, such as producer and engineer.

**Advanced Digital Music Production Honors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>459934HW</td>
</tr>
</tbody>
</table>

Students study music theory, expanding their understanding and use of compositional techniques including harmonization, part writing, orchestration, and arranging. Students further their skills in sequencing and recording techniques using latest hardware and software. Projects may include but are not limited to producing jingles for radio, commercials for TV, soundtracks for video and/or short films and CD/DVD portfolios. Additionally, students explore careers associated with the music industry, such as producer and engineer.

**Digital Photography**

**Level 1**

**Function of Images Honors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11, 12, 10</td>
<td>1</td>
<td>459930HW</td>
</tr>
</tbody>
</table>

Students work collaboratively and independently on assignments that require completion of the Breadth Section of the AP Studio Art Portfolio. Students are challenged to connect concepts and experiences to student generated images. They research the photographic medium from invention through contemporary use and practice. Students also learn how photography has been used as a cultural force, a means of personal expression and an aesthetically-based medium.

**Photographic Technique and Functions Honors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11, 12, 10</td>
<td>1</td>
<td>459931HW</td>
</tr>
</tbody>
</table>

Students learn the functions of the digital camera using manual settings. Students explore the different purposes, functions, and features of lenses. Lighting techniques are applied in a series of photographic exercises within controlled environments. Students learn to use both natural and artificial lighting to create photographic illustrations. Both "hot lights" and electronic flashes are used to achieve total control of composition, color, contrast and reflection. Students also learn to use Lightroom and Photoshop software.

**Level 2**

**Mixed-media Photography Honors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11, 12, 10</td>
<td>1</td>
<td>459935HW</td>
</tr>
</tbody>
</table>

Students study a variety of visual forms, media, operative concepts and theories that pertain to both historical and contemporary photographic practices. Students complete a series of studio projects that explore both traditional and non-traditional methods of Fine Art photography while mixing various forms of media. Students maintain a journal/sketchbook and analyze/critique the message and or purpose associated with the imagery created. Photoshop techniques and processes are explored.

**AP Studio Art 2D Design (Photography)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>12, 11</td>
<td>1</td>
<td>357400AW</td>
</tr>
</tbody>
</table>

Students demonstrate the use of natural and artificial lighting to create a 2D portfolio for the AP Studio Art Exam. Student photographers investigate a central idea or theme and create a series of linking images for the Concentration section of the AP Portfolio. Ideas can focus on fine art, editorial or commercial applications. Images are prepared and submitted in accordance with specifications required by the College Board. Students are also required to organize, design and hold a professional exhibition.

**Television and Video Production**

**Level 1**

**Media Technology 1:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
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</tr>
</thead>
<tbody>
<tr>
<td>11, 12, 10</td>
<td>1</td>
<td>612400HW</td>
</tr>
</tbody>
</table>

Students learn the skills needed to enter the television and video production industries. They develop skills in theory, practice and operations of equipment related to a television studio, the portable camera and video editing. Students also learn the principles of picture composition, script writing, lighting, remote shooting and directing. Through problem-solving activities, projects, and discussions, students demonstrate how video and film affect life and society.

**Media Technology 2:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11, 12, 10</td>
<td>1</td>
<td>612500HW</td>
</tr>
</tbody>
</table>

Students are immersed in short form video production while also researching film and television theory/criticism. Students are expected to develop the technical, analytical and critical foundations necessary in the pre-production, production and post-production phases by combining theory and hands-on exercises in producing non-narrative videos and commercials.

**Level 2**

**Media Technology 3:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11, 12, 10</td>
<td>1</td>
<td>529919HW</td>
</tr>
</tbody>
</table>

Students perform at an independent level of proficiency to build upon prerequisite skills to produce narrative videos and news magazine-style productions based on local, national and international events. Students employ and polish the pre-production, production and post-production skills developed in Level 1 courses.

**Media Technology 4:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>529920HW</td>
</tr>
</tbody>
</table>

This course provides the advanced video production student the chance to pursue independent study in video production. Students perform at an independent level of proficiency to build upon prerequisite skills as they are required to analyze, evaluate and synthesize the body of video work created during their own high school careers. The student develops a substantial video portfolio based upon this work for public presentation.
### Technical Theater

**Level 1**

**Set Design and Stagecraft Honors**  
Grade 11, 12, 10  
1 unit  
This course presents principles and techniques of technical theater needed to engineer and complete the requirements for a theatrical production. Study of set design includes terminology, construction technology, theater safety procedures and problem solving; stagecraft instruction includes prop building, costume design/construction and set decoration. Students learn to operate power tools under operating and safety guidelines to construct theater sets and props, and they are introduced to computer-related theatrical programs and elements.

**Sound Engineering and Lighting Design Honors**  
Grade 11, 12, 10  
1 unit  
Students address the specific elements of engineering sound or designing lighting in the theater environment, including computer-related programs and elements. They also explore and develop the techniques and equipment, enabling them to create a professional product that demonstrates their abilities as theatre technicians who operate sound and lighting effectively in a live setting.

### Center Comprehensives

**Level 1**

**Fluid Design Honors**  
Grade 11  
1 unit  
Design systems that contribute to expression, aesthetic appeal and visual strength are used in a range of art and design fields, such as painting, architecture, product design, animation, graphic design and film. Students study how these tools are used and apply the systems to their own creations within their areas of emphasis.

**Level 2**

**Production Practicum Honors**  
Grade 12  
1 Unit  
In this capstone course students gain insight into 21st century multi-faceted markets for digital media arts. The course focuses on navigating the business of being a digital media professional. Students have the opportunity to participate in externships, internships and/or interactions with professional mentors.

### Computer Aided Theatrical Design Honors

Grade 12  
1 unit

**Prerequisite:** Fluid Design

Students work on computer programs commonly used in designing for the theater stage to create ground plans, elevations and light plots. They develop a final project in which they each create 3-D representations of ground plans, export drawings from software into a 3-D rendering program and create and manipulate textures to be applied to designs; students present this portfolio to an expert panel by showing their work and justifying their design decisions.

---

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**Marci Newman**  
Director for Counseling and Advisement  
mnewman2@lexington1.net
The Center for Public Health and Advanced Medical Studies is located on the campus of White Knoll High School. The Center is open to all students in Lexington School District One beginning in grade 10. Students spend a total of two 80-minute blocks within the Center (half a day) each semester. All students take four Project Lead the Way (PLTW) courses focusing on the Biomedical Sciences. In addition to the courses taken through the center, students have the opportunity in their senior year to gain real world exposure through various work force visits.

**Center Prerequisites:** Students applying to the Center are required to have completed Biology 1 and Algebra 1 Honors prior to their sophomore year and have completed or be enrolled in Algebra 2 (Honors preferred). Students must pass all Center courses at a given grade level to continue to the next year of the program.

**Sophomore Year**
In their Sophomore year, students begin taking courses in the Center. Students attend two blocks of classes each semester for a total of four classes. The classes being offered in Year One of the program include:

- Human Body Systems Honors
- Public Health Seminar Honors
- Chemistry 1 Honors
- Principles of the Biomedical Sciences Honors

**Junior Year**
In their Junior year, students again take a total of four classes within the Center, two in the fall and two in the spring. The courses Juniors are required to take include:

- AP Chemistry Preparation Lab Honors
- AP Chemistry or Chemistry 2 Honors
- Medical Interventions Honors
- Advanced Public Health Honors

**Students are encouraged to apply for externship opportunities during the summers between their Sophomore/Junior year and their Junior/Senior year.**

**Senior Year**
In their final year in the program, students are able to focus on either Advanced Medical Studies or Public Health depending on where their interests lie. All students will take:

- Biomedical Innovations Honors
- Senior Seminar Honors
- AP Biology
- AP Biology Preparation Lab Honors
### Course Requirements

<table>
<thead>
<tr>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
</table>
| **Principles of Biomedical Sciences Honors** 55800HW  
Grade 10 1 unit  
Students investigate the human body systems and various health conditions including heart disease, diabetes, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, research processes, and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. | **Medical Interventions Honors** 558200HW  
Grade 11 1 unit  
Students investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore; how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking plays in the development of interventions of the future. | **Biomedical Innovations Honors** 558300HW  
Grade 12 1 unit  
In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent (capstone) project and may choose to work with a mentor or advisor from a university, hospital, physician’s office, or industry. At the culmination of the project, students are expected to present their work to an adult audience that may include representatives from the local business and the healthcare community. |
| **Human Body Systems Honors** 558100HW  
Grade 10 1 unit  
Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. | **Advanced Public Health Honors** 559905HW  
Grade 11 1 unit  
This course is designed to challenge students as they work through problem based units centered around the core areas of public health; epidemiology, biostatistics, environmental health sciences, health administrative services, and health promotion and behavior. Students will explore these five areas through hands-on, real world activities and labs. | **Senior Seminar Honors** 559906HW  
Grade 12 1 unit  
This course includes various opportunities for students to visit work sites within the public health and medical communities. As this course is linked to Biomedical Innovations Honors, students may choose to extend their capstone project over both courses if additional time and resources are needed. |
| **Public Health Seminar Honors** 559904HW  
Grade 10 1 unit  
This course is modeled after the University of South Carolina’s Public Health 102 course. Students will be introduced to the history of public health and will then progress to analyzing public health initiatives on the local, state, national and global levels. Projects and activities in this course are designed to challenge student thinking while learning about the many facets of public health. | **AP Chemistry Prep Lab Honors** 328950HW  
Grade 11 1 unit  
This course is an introduction to the Advanced Placement Chemistry curriculum. This course is a required link to Advanced Placement Chemistry. | **Advanced Placement Biology** 327250AW  
Grade 12 1 unit CHE lab credit  
**Prerequisite:** Biology 1, Chemistry 1  
**Requirement:** AP Biology Exam, Biology 2 Extension Honors linked course, summer reading/assignment  
This course is a second year of intensive biology designed to prepare students to take the Advanced Placement Biology Examination. The course meets the objective of a general biology course at the college level. The College Board determines the course description (including dissection); therefore, the content of this course must adhere to those requirements. This course is linked to a required one-unit honors course. |
| **Chemistry 1 Honors** 323150HW  
Grade 10 1 unit CHE lab credit  
This course is an in-depth study of the nature and structure of matter, the periodic system, chemical reactions, balancing equations, mathematics of chemistry, gases, solutions and solubility, calorimetry, and acid-base relationships, with emphasis placed on chemical calculations. Appropriate laboratory activities that address the course inquiry standards are coordinated with the course content based on the South Carolina Chemistry Academic Standards. | **Advanced Placement Chemistry** 327350AW  
Grade 11 1 unit CHE lab credit  
This course must adhere to those requirements. This course is linked to a required one-unit honors course. | **AP Biology Prep Lab Honors** 328951HW  
Grade 12 1 unit CHE lab credit  
This course is a required link to Advanced Placement Biology 2 and is only open to those students enrolled in that course. |
Students must complete at least six Center courses to be recognized as a Center completer.

[FOUNDATION COURSES]
- STEM 1: Intro to Engineering*
- STEM 2: Mechanical Design* ★
- STEM 3: 3-D Solid Modeling*
- STEM 4: Engineering Technology (H)

[SPECIALIZATION COURSES]
- STEM 5: Engineering Elective
  (Choose from list below)
- STEM 6: Advanced STEM Research (H)
  *Offered at all home high schools.
  ★Computer Science Credit

engineering ELECTIVES (STEM 5)
- Architectural Design 3 (H)
- Calculus AB (AP)
- Electronics for Engineers (H)
- Green Methods (H)
- Materials Science (H)
- Physics (H)
[FOUNDATION COURSES]

**Introduction to Engineering** (STEM 1)  
609501CW  
1 Unit

This STEM course is a basic introduction to engineering for all students. Students who complete this course will learn the concepts necessary in order to develop their ideas into solutions that will improve our lives. Exciting hands-on learning activities like data comparison of heart rates, rating consumer products, descriptive testing and 3D solid modeling apply math, science, history and English content from other courses in a STEM experience.

**Mechanical Design** (STEM 2)  
617200CW  
1 Unit

This course is designed to expand students' knowledge of the skills needed to be involved in an engineering field. This class uses CAD software. Units of study include manual drafting equipment, geometric construction, single-view drawings, multi-view drawings, dimensioning, and isometric and oblique drawings.

**3-D Solid Modeling** (STEM 3)  
617301CW  
1 Unit

Prerequisite: Intro to Engineering or Mechanical Design.

Learning 3D design is an interactive process whereby ideas become reality. Since students learn best when they explore the practical applications of the concepts they learn, this STEM course has many activities and exercises that enable students to put design concepts into practice. Students will be eligible to become a Certified Solid Works Associate (CSW A).

**Engineering Technology Honors** (STEM 4)  
609910HW  
1 Unit

LTC

Prerequisite: Introduction to Engineering

Recommendation: Mechanical Design & 3-D Solid Modeling

Students build skills for success through research, experiments and challenges that incorporate science, technology, engineering, and mathematics (STEM) concepts. Engineering Technology introduces students to a variety of experiences that mirror actual engineering problems encountered by business and industry. They gain experience with using measurement tools and instruments and perform experiments with electrical circuits, mechanical and fluid systems.

**Calculus AB Advanced Placement**  
417050AW  
1 Unit

Prerequisite: Pre-Calculus

Requirement for Calculus AP: Advanced Placement Calculus AB Exam. This course includes the study of elementary functions, differential calculus and integral calculus.

**Calculus BC Advanced Placement**  
417200AW  
1 Unit

LHS, RBHS, and WKHS

Prerequisite: Pre-Calculus (HN)

Requirement: AP Calculus BC Exam, summer reading/assignment.

This course is intended for students who have a thorough knowledge of college preparatory mathematics. The syllabus includes a study of calculus topics generally taught in two semesters at the college level. This course is linked to AP Calculus AB.

**Electronics for Engineers Honors**  
609906HW  
1 Unit

LTC

This course focuses on applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to actual construction of circuits and devices.

**Physics Honors (With a Focus on Engineering)**  
334150HW  
1 Unit

Prerequisite: Biology 1, Pre-Calculus (Can be taken concurrently)

This course offers an in-depth study of the physics principles. Emphasis is placed on mathematical computation. Topics include mechanics, torque, motion, sound, light, optics, electricity & electromagnetism, and relativity.

**Physics C Mechanics Advanced Placement**  
327500AW  
1 Unit

LHS

Prerequisite: Physics 1 (HN), AP Calculus (completed or concurrent)

This course focuses on mechanics with calculus being used in problem solving and in derivations. This course is recommended for students who are planning to major in engineering in college.

**Physics C Electricity & Magnetism Advanced Placement**  
327600AW  
1 Unit

LHS

Prerequisite: AP Physics C Mechanics, AP Calculus (completed or concurrent)

This course focuses on classical electricity and magnetism with calculus being used in problem solving and in derivations. This course is recommended for students who are planning to major in engineering in college.

**[SPECIALIZATION COURSES]**

**Advanced STEM Research Honors** (STEM 6)  
609914HW  
1 Unit

LTC

This course is designed to be a capstone experience for the Center for Advanced STEM Study. Students enrolled in this course conduct a self-directed project which consists of researching, designing, building and presenting a project to a committee of advisory members. Possible projects include experimental research, entrepreneurial ventures and advanced STEM studies with respect to environmental and economic impact. Research may include internships or several externships with local engineering firms or institutions of higher education.

**[ENGINEERING ELECTIVES]** (STEM 5)

**Architectural Design 3 Honors**  
529918HW  
1 Unit

Prerequisite: Architectural Design 1 and 2

In this course students will be expected to apply concepts learned from Architectural 1 & 2. Students will gain knowledge of ‘green building’, the design process and all necessary disciplines (mechanical, electrical, plumbing, civil, and structural) to construct a building from start to finish.
The goal of the Center for Sustainable Solutions at Gilbert High School is to create forward-thinking, innovative problem-solvers interested in maintaining the world’s limited resources. The program is open to all juniors and seniors in Lexington School District One. Students spend a total of two 90 minute blocks within the Center (half day) each semester. Students study how humans are managing our natural resources and how human activity impacts local and global environments. Students research case studies addressing major societal concerns such as the destruction of ecosystems, the reduction in biodiversity, global warming and the efficient use of clean energy and water. Solutions that address current issues are explored using creativity, critical thinking and problem solving strategies. Students who complete this program have the opportunity to receive credit for college courses and accreditation in green building practices. Students must complete at least six Center courses to be recognized as a Center completer.

### AP Environmental Science
**Grade 11**

**327700AW**

**1 unit** CHE lab credit

**Prerequisite:** Biology 1, Chemistry 1

**Requirement:** AP Environmental Science Exam, Environmental Science Extension Honors linked course, summer/reading assignment

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them.

### Green Building Solutions Honors
**Grade 11**

**329907HW**

**1 unit**

Students explore environmentally conscious design techniques in the field of residential and commercial building construction. Students research how to minimize the negative environmental impact of buildings by improving efficiency and using materials, energy and development space in moderation. Students enrolled in this course explore site selection, indoor air quality, landscaping, water efficiency, solar design, green materials and other topics related to sustainable building.

This course is designed to provide an overview of the Leadership in Efficient and Environmental Design (LEED) process. Students are prepared to gain a Green Associates certificate in LEED practices. Note: Students must be 18 years old to be eligible for the certification exam.

### AP Environmental Science Preparation Lab Honors
**Grade 11**

**328902HW**

**1 unit**

This course is a required link to Advanced Placement Environmental Science and is only open to those students enrolled in that course.

### Physics Honors (focus on Sustainability)
**Grade 11**

**324100HW**

**1 unit** CHE lab credit

**Prerequisite:** Biology 1, Pre-Calculus (completed or concurrent)

This course offers an in-depth study of the physics principles with emphasis placed on mathematical computation. Where appropriate, calculus methods are used to solve problems. Laboratory activities that address the course inquiry standards are coordinated with the course content so students can grasp the experimental nature of science. Topics include measurement, mechanics, torque, rotary motion, wave motion, sound, light, optics, electricity and electromagnetism, and relativity.
Students research thoroughly the topics of energy auditing and energy conservation. They are actively involved in advanced hands-on simulations to measure the electrical and lighting loads involved in residential and commercial buildings. Students investigate how various structural components affect the energy consumption of buildings by analyzing case studies and the data from their simulations and then applying what they have learned to design more energy efficient structures.

Students enrolled in this course explore principles of energy production and electricity through case studies and hands-on simulations requiring critical thinking and problem-solving. Students study the incorporation of these principles into the design of green technologies and renewable energy systems. Areas of research and study include solar energy systems, wind turbines, hydrogen fuel cells, hydro-electric systems and geo-thermal systems. Students complete a capstone project requiring self-directed research reflecting service to the community and an understanding of the environmental, social and economic challenges facing the world.

Students enrolled in this course explore principles of energy production and electricity through case studies and hands-on simulations requiring critical thinking and problem-solving. Students study the incorporation of these principles into the design of green technologies and renewable energy systems. Areas of research and study include solar energy systems, wind turbines, hydrogen fuel cells, hydro-electric systems and geo-thermal systems. Students complete a capstone project requiring self-directed research reflecting service to the community and an understanding of the environmental, social and economic challenges facing the world.

This course is designed to develop students well-trained in the fundamentals of nature in order to empower them to contribute their time and talents to promoting and creating sustainable solutions for their local and global communities. The concepts of this course include: the environment and current environmental issues, animal behavior, plants, evolution, and classification with a specific focus on each of the kingdoms. It is taught in a hands-on, real world manner, and students have the opportunity to complete the SC Student Naturalist Program. Students complete a capstone project requiring self-directed research reflecting service to the community and an understanding of the environmental, social and economic challenges facing the world.

This course is designed to provide a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places emphasis on the study of national income and price determination and also develops familiarity with economic performance measures, economic growth and international economics. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

Complementary Courses

Architectural Design 1 and 2
Calculus (AP Calculus AB/BC)
The Center for International Business and Executive Leadership at Lexington High School is open to all interested students in Lexington County School District One. The goal of the Center is to develop future global leaders who are plurilingual and possess an excellent business background. By combining the study of language, mathematics, business, economics, and sociocultural coursework, the Center provides a strong foundation for further study in undergraduate international business programs or related fields.

Center students:
- Must earn six Center credits and complete Center language requirement to be recognized as a Center completer.
- May qualify to take the AP or IB exam for college credit.

**Junior Year Course of Study**
- International Business and Marketing HN (required)
- Entrepreneurship and Business Communications HN (required)
- Elective

**Senior Year Course of Study**
- Virtual Enterprise HN (required Capstone course)
- Global Leadership HN (required)
- Elective

Electives include Cultural Studies HN, AP Psychology, AP Microeconomics, AP Macroeconomics, AP Calculus, AP Probability and Statistics, or AP Comparative Government.

Language requirements are as follows:

1. Achieve a minimum of Intermediate High proficiency (16, 17, 18) in one language or
2. Achieve a minimum of Intermediate Mid proficiency (13, 14, 15) in one language and a minimum of Intermediate Low proficiency (10, 11, 12) in a second language.
## Course Requirements

### 11th Grade Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Business &amp; Marketing Honors</td>
<td>503200HW</td>
<td>1 Unit</td>
</tr>
<tr>
<td>LHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades 11–12</strong></td>
<td></td>
<td></td>
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<tr>
<td>This course is designed for students</td>
<td></td>
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<tr>
<td>considering a career in business,</td>
<td></td>
<td></td>
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<tr>
<td>marketing, or foreign relations. Course</td>
<td></td>
<td></td>
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<tr>
<td>topics include global economics,</td>
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<tr>
<td>governments and business law, culture and</td>
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<td></td>
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<tr>
<td>ethics, marketing and consumer behavior,</td>
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<tr>
<td>and business. Students will be involved</td>
<td></td>
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<tr>
<td>in collaborative projects requiring</td>
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<td></td>
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<tr>
<td>research and study of other countries and</td>
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<td></td>
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<tr>
<td>their business/marketing challenges as well as interaction with successful area business leaders.</td>
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<tr>
<td><strong>Entrepreneurship Honors</strong></td>
<td>540000HW</td>
<td>1 Unit</td>
</tr>
<tr>
<td>LHS</td>
<td></td>
<td></td>
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<tr>
<td><strong>Grade: 11-12</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Prerequisite:</strong> Level I and II of a world</td>
<td></td>
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<tr>
<td>language.</td>
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</tbody>
</table>

This course is designed for students in the Center for International Business and Executive Leadership. Students receive a fast-paced global view of entrepreneurship with emphasis on critical thinking, creativity, opportunity recognition, and the ability to take action. Students develop an understanding of the characteristics of entrepreneurs as they explore the feasibility of novel ideas given local economic factors. Models and modes of communication, both verbal and pictorial, are discussed. Traditional media including advertising, personal selling, sales promotion, direct marketing and public relations, and their strengths and weaknesses, are discussed, as well as new digital media and viral marketing. Some assignments will be completed in a second language as students focus on international aspects of business.

### 12th Grade Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Enterprise Honors</td>
<td>515000CW</td>
<td>1 Unit</td>
</tr>
<tr>
<td>LHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade 12</strong></td>
<td></td>
<td></td>
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<tr>
<td>Virtual Enterprise is a simulated business</td>
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<td></td>
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<tr>
<td>environment, which is part of a national</td>
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<td></td>
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<tr>
<td>curriculum from Virtual Enterprises</td>
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<tr>
<td>International and the South Carolina Virtual Enterprises Network that allows students to experience within a simulated business all facets of being an employee in a firm. The program allows students to run simulated offices in their schools and engage in virtual trading with other practice firms. It also provides students with interdisciplinary instructional and in-school work experience to develop school-to-career skills including accounting, personnel administration, management, marketing and Web site development. The goal of Virtual Enterprise is to create a learning environment that integrates school and workplace to enhance learning.</td>
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<tr>
<td><strong>Global Leadership Honors</strong></td>
<td>379909HW</td>
<td>1 unit</td>
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<tr>
<td>LHS</td>
<td></td>
<td></td>
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<tr>
<td><strong>Grade: 12</strong></td>
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<tr>
<td><strong>Prerequisite:</strong> Leadership 21 and Cultural</td>
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<tr>
<td>Studies HN or AP Psychology</td>
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</tbody>
</table>

This course provides an in-depth opportunity for students to explore leadership and its development from a complex, global perspective as well as multiple cultural studies as they relate to key issues of the day. Through the study of international leaders and movements that have fostered or continue to foster innovation and change, students gain insight into traditional approaches to leadership as well as emerging approaches. Students are encouraged to participate in local cultural events will use technology extensively in research and demonstration of mastery.

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## Elective Courses

### Calculus AB (Advanced Placement)

<table>
<thead>
<tr>
<th>Grade 12 (GHS, LHS, PHS, RBHS, WKHS)</th>
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</thead>
</table>

**Prerequisites:** Pre-Calculus

**Requirement:** Advanced Placement Calculus AB Exam, Calculus AB Extension Honors linked course, summer reading/assignment

**Recommended:** Grade of 80 or higher in Pre-Calculus Honors or Pre-Calculus, a score of 55/550 on the math portion of the PSAT/SAT

This course includes a study of elementary functions, differential calculus and integral calculus. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. Students must be prepared to spend an average of one hour per night on homework to be successful. This course is linked to a required half-unit honors course.

### Calculus AB Extension Honors

<table>
<thead>
<tr>
<th>Grade 12 (GHS, LHS, PHS, WKHS)</th>
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</table>

This course is a required link to Advanced Placement Calculus AB and is only open to those students enrolled in that course.

### Comparative Government (Advanced Placement)

<table>
<thead>
<tr>
<th>Grades 10–12 (LHS)</th>
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</thead>
</table>

**Prerequisite:** Advanced Placement Comparative Government Exam, summer reading/assignment

The AP course in Comparative Government and Politics introduces students to the fundamental concepts used by political scientists to study the processes and outcomes of politics in six countries; China, Great Britain, Mexico, Nigeria, Russia, and Iran. With an emphasis on conceptual and thematic analysis, students examine these countries focusing on globalizing, democratization, political change, public policy, and citizen-state relations.
Elective Credit Continued

Cultural Studies Honors                                            339930HW
Grades 10–12 (LHS)                      1 unit
This course engages students in an in-depth study of the many elements of culture. Major emphasis is placed upon practical, real life applications of culture. Course study is focused upon selected regions of the developed and developing world, as well as cultural life in China, Russia, Japan, Arabia, India, and Brazil. This approach enables students to experience and appreciate the significance of culture in their lives, from both a global and local perspective. Throughout the course, students are introduced to a broad offering of topics in the social sciences, including geography, government, history, economics, sociology, as well as current local, state, national, and global events/issues. This course is offered on a rotating basis. The fall version of the course focuses on cultural studies of China, Russia, and Japan.

Macroeconomics (Advanced Placement)                                                          337400AW
Grades 11, 12 (GHS, LHS, RBHS, WKHS)                      1 unit
Prerequisite: Algebra 2
Requirement: AP Macroeconomics Exam, summer reading/assignment
This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places emphasis on the study of national income and price determination and also develops familiarity with economic performance measures, economic growth and international economics. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

Microeconomics (Advanced Placement)                                                            337500AW
Grades 11, 12 (LHS, RBHS, WKHS)                        1 unit
Prerequisites: Algebra 2
Requirement: AP Microeconomics Exam, summer reading/assignment
This course is designed to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

Psychology (Advanced Placement)                                                                                                                                                   437100AW
(GHS, LHS, RBHS, WKHS)                                                                                                                                                                               1 unit
Grades 11, 12
Requirements: AP Psychology Exam, summer reading/assignment
Recommended: A score of 58/580 on the verbal section of the PSAT/SAT or completed a previous Honors English course with a grade of 80 or higher.
This course introduces the systematic and scientific study of the behavior and mental processes of human behavior and mental processes of human beings and other animals. It includes a consideration of the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

Statistics (Advanced Placement)                                                              417100AW
Grades 10–12 (GHS, LHS, RBHS, WKHS)                      1 unit
Prerequisite: Algebra 2
Requirement: Advanced Placement Statistics Exam, Statistics Extension Honors linked course, summer reading/assignment
Recommended: Access to a graphing calculator outside the classroom
This course is appropriate for students pursuing a degree in mathematics, engineering, psychology, sociology, health science or business. Four basic concepts are studied: exploring data, planning a statistical study, anticipating patterns using probability and simulations, and drawing statistical inferences. The course is equivalent to an introductory non-calculus college course in statistics. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. This course is linked to a required half-unit-honors course.

Statistics Extension Honors                                              417102HH
(for Advanced Placement Statistics)
Grades 10–12 (GHS, LHS, RBHS, WKHS)                      ½ unit
This course is a required link to Advanced Placement Statistics and is only open to those students enrolled in that course.
Non-Traditional Language Courses

**Business in the Spanish Speaking World (Spanish 3 HN)**

Grades 10–12 (LHS, PHS) 1 unit

This semester course is designed to give intermediate to advanced students of Spanish a foundation of business vocabulary, basic business and cultural concepts, and situational practice that prepare students for success in today’s Spanish-speaking business world.

**Business in the French Speaking World (French 3 HN)**

Grades 10–12 (LHS) 1 unit

This course is designed to give intermediate to advanced students of French a foundation of business vocabulary, basic business and cultural concepts, and situational practice that prepare students for success in today’s French-speaking business world.

**Portuguese 1 Honors**

Grades 10–12 (LHS) 1 unit

Prerequisite: Level 2 of another world language, completed or concurrent

This course introduces the Portuguese language and culture using communicative language learning strategies and the structure and phonetic system of the Portuguese language. It covers the development of communication skills in written and spoken language and the culture and civilization of Portuguese-speaking countries. Units of study include About You and Me, The Community, Daily Life, and The World.

**Portuguese 2 Honors**

Grades 11–12 (LHS) 1 unit

Prerequisite: Portuguese 1 Honors

This course is a review and expansion of structure, vocabulary and usage of the Portuguese language with emphasis on authentic communication. Culture, civilization, and comparisons are important aspects of the course. Expanded units of study include About You and Me, The Community, Daily Life, and The World.

**Portuguese 3 Honors**

Grades 11–12 (LHS) 1 unit

Prerequisite: Portuguese 2 Honors

This course is a review and expansion of structure, vocabulary and usage of the Portuguese language with emphasis on authentic communication. Culture, civilization, and comparisons are important aspects of the course. Units of study include Childhood Memories, Our Planet, Our Concern, and The Future.

**Russian 1 Honors**

Grades 10–12 (LHS) 1 unit

Prerequisite: Level 2 of another world language, completed or concurrent

This course is designed as an introduction to the Russian language and culture using communicative language learning strategies. It introduces the structure and phonetic system of the Russian language. It covers the development of communication skills in written and spoken language and the culture and civilization of Russia. Units of study include About You and Me, The Community, Daily Life, and The World.

**Russian 2 Honors**

Grades 10–12 (LHS) 1 unit

Prerequisite: Russian 1 Honors

This course is a review and expansion of structure, vocabulary and usage of the Russian language with emphasis on authentic communication. Culture, civilization, and comparisons are important aspects of the course. Expanded units of study include About You and Me, The Community, Daily Life, and The World.

**Russian 3 Honors**

Grades 10–12 (LHS) 1 unit

Prerequisite: Russian 2 Honors

This course is a review and expansion of structure, vocabulary and usage of the Russian language with emphasis on authentic communication. Culture, civilization, and comparisons are important aspects of the course. Units of study include Childhood Memories, Our Planet, Our Concern, and The Future.
INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAMME

The Diploma Programme is composed of six main subject areas:

• English A1 (Group 1)
• Language B (Group 2)
• Individuals and societies (Group 3)
• Experimental sciences (Group 4)
• Mathematics and computer science (Group 5)
• The arts (Group 6)

Within the subject areas, courses are designated as either Higher Level (HL), with a minimum of 240 hours of instruction, or Standard level (SL), with a minimum of 150 hours of instruction. Lexington High School requires one block of time across one year for Standard Level courses or two blocks of time across two years for Higher Level courses. Students must select courses within their junior and senior years that incorporate each of the six groups. All students must take English, history, foreign language, math, and science. Their sixth class may be a course in visual or performing arts, a second science, economics, or psychology class. In addition to the six courses, students are required to write a college-level essay on an approved topic of their choice, to complete a minimum of 150 hours of community service, and to enroll in a class called Theory of Knowledge (TOK).

Students must also choose which courses they wish to take at Higher Level and which they prefer to take at Standard Level with the International Baccalaureate Organization allowing a maximum of four Higher Level courses.

REGISTRATION AND ENROLLMENT IN THE DIPLOMA PROGRAMME

Students wishing to enroll in the Diploma Programme are making a two-year commitment to complete all requirements set forth by the state of South Carolina and by the International Baccalaureate Organization (IBO).

ADMISSION TO THE PROGRAMME

Lexington High School has a history of providing high academic standards as well as offering a variety of course choices at various levels. The Diploma Programme specifically meets the needs of college-bound students with a strong academic background and genuine work ethic. The variety of courses offered in the programme are clearly designed to challenge students daily in areas of critical thinking, academic rigor, spirited motivation, global issues, community service, self-discipline, and time management.

Students who are accepted to be part of the Diploma Programme make a commitment to complete all six course requirements, Theory of Knowledge, the extended essay, and Creativity, Action, and Service (CAS) within two years. Lexington High School recommends that students who wish to take individual courses of academic rigor should consider enrolling in Advanced Placement classes.

The Diploma Programme is not designed to exclude any students but rather to meet the needs of a specialized population.

COURSE SELECTIONS

All students enrolled in the Diploma Programme must take the following courses within their junior and senior years:

• English A1
• One world language

• History of the Americas
• One math
• One science
• One visual/performing arts or and additional science, economics or psychology course

Students may complete their schedules each year with non-IB courses.

ENGLISH A1 (GROUP 1)

The English A1 curriculum begins the summer before grade 11 with a mandatory reading assignment of one or two novels. Specific instruction will be distributed to students prior to the summer break.

French B, SL

Grades: 12 (Semesters: 2) 1 unit

Prerequisite: French 1/French 2; French 3 Honors

Building on skills acquired in the previous courses, students expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading, and writing, students strengthen their proficiency in self-expression and develop deeper comprehension of the language. Students are examined internally and externally on oral and written assignments, which include individual and group performance, listening skills, and literary analysis. At the completion of the course students are required to sit for the French SL Exam.

French B, SL Extension Honors

(for International Baccalaureate French B SL)

Grade: 11 (Semesters: 2) 1 unit

This course is a required link to International Baccalaureate French SL and is only open to those students enrolled in that course.
Building on skills acquired in the previous courses, students expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading, and writing, students strengthen their proficiency in self-expression and develop deeper comprehension of the language. Students are examined internally and externally on oral and written assignments which include individual and group performance, listening skills, and literary analysis. At the completion of the course, students are required to sit for the German SL Exam.

German B, SL Extension Honors 362J00HW
(for International Baccalaureate German B SL)
Grade: 11 (Semesters: 2)  1 unit
This course is a required link to International Baccalaureate German SL and is only open to those students enrolled in that course.

Latin, SL 363A00IW
Grade: 12 (Semesters: 2)  1 unit
Prerequisite: Latin 1/Latin 2; Latin 3 Honors
Building on skills acquired in the previous courses, students expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading, and writing, students strengthen their proficiency in self-expression and develop deeper comprehension of the language. Students cover the author Virgil and his masterpiece, "The Aeneid." It is important that students understand both the serious dedication of a college level course and the quality of the material studied. The IB curriculum brings students into contact with Roman writers of a more sophisticated and mature level than they have heretofore encountered. Students are examined internally and externally on oral and written assignments which include individual and group performance, listening skills, and literary analysis. At the completion of the course students are required to sit for the Latin SL Exam.

Latin B, SL Seminar Honors 363D00HW
(for International Baccalaureate Latin SL)
Grade: 12 (Semesters: 2)  1 unit
Prerequisite: Latin 1/Latin 2; Latin 3 Honors
This course is a required link to International Baccalaureate Latin SL and is only open to those students enrolled in that course.

Spanish B, SL 365G00IW
Grades: 12 (Semesters: 2)  1 unit
Prerequisite: Spanish 1/Spanish 2; Spanish 3 Honors
Building on skills acquired in the previous courses, students expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading, and writing, students strengthened their proficiency in self-expression and develop deeper comprehension of the language. Students are examined internally and externally on oral and written assignments, which include individual and group performance, listening skills, and literary analysis. At the completion of the course students are required to sit for the Spanish SL Exam.

Spanish B, SL Extension Honors 365J00HW
(for International Baccalaureate Spanish B SL)
Grade: 11 (Semesters: 2)  1 unit
This course is a required link to International Baccalaureate Spanish SL and is only open to those students enrolled in that course.

INDIVIDUALS AND SOCIETY: HISTORY OF THE AMERICAS AND ECONOMICS (GROUP 3)
The curriculum required for the history course, History of the Americas, begins the summer before grade 11 with a mandatory reading assignment that includes The Greatest Generation. Students receive specific instructions prior to the summer break.

History of the Americas, HL 336C00IW
Grades: 11, 12 (Semesters: 2)  1 unit
Prerequisite: Grade: 11 (Semesters: 2)  1 unit
German, B SL 362G00IW
Grades: 11, 12 (Semesters: 2)  1 unit
Prerequisite: German 1/German 2; German 3 Honors
Building on skills acquired in the previous courses, students expand their grammatical knowledge and skill in complex structures and increase their vocabulary through a deeper insight into the people and their culture. Through a more extensive practice in listening, speaking, reading, and writing, students strengthened their proficiency in self-expression and develop deeper comprehension of the language. Students are examined internally and externally on oral and written assignments which include individual and group performance, listening skills, and literary analysis. At the completion of the course students are required to sit for the German SL Exam.
Psychology, SL 334A00IW
Grades: 11, 12 (Semesters: 2) 1 unit
Prerequisite: Algebra 2

The course of study for IB Psychology focuses on the systematic study of human behavior and the mental and experiential factors that influence behavior. Students develop an understanding of the historical roots of psychology as well as an appreciation for the diversity of the human experience. Through the study of the three major perspectives in psychology – biological, behavioral, and cognitive – students focus on the skills of critical thinking and the methods of empirical investigation that are the hallmarks of psychology. This course introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. It includes a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about research methodology and ethics that psychologists use in their science and practice. Attention is given to ethical procedures and issues throughout the course.

Assessments are conducted using a combination of tests, quizzes, and timed writings, research, presentations, and seminars. At the end of the course, students take the Psychology SL Exam.

Business and Organization, SL 381A00IW
Grades: 11, 12 (Semesters: 2) 1 unit

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy. The ideals of international cooperation and responsible citizenship are at the heart of Diploma Programme business and management. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. The business and management course contributes to students’ development as critical and effective participants in local and world affairs.

EXPERIMENTAL SCIENCES (GROUP 4)

Biology
This course is designed to convey to students the role of biological sciences in their life and assist students with developing inquiry skills based on biological methodology. While focusing on these areas, the students gain an international awareness of the impact of biological sciences on different cultures.

Students are assessed using a variety of tests, quizzes, essays, student presentations, lab reports, and research in addition to the IB program’s internal and external assessment.

Biology, HL HL-1 322B00IW
HL-2 322C00IW
Grades: 11, 12 (Semesters: 4) 2 units
Prerequisite: Honors Biology 1/Chemistry 1

This course is designed to convey to students the role of biological sciences and assist students with developing inquiry skills based on biological methodology. While focusing on these areas, students gain an international awareness of the biological sciences through an in-depth study of the multicultural scientists who have shaped the world of biology, research of international diseases and their origins, an in-depth look at global environmental issues, as well as an investigation of the impact of biological sciences on different cultures.

Students are assessed using a variety of tests, quizzes, essays, student presentations, lab reports, and research in addition to the IB program’s internal and external assessment.

Chemistry
The purpose of the courses is to provide an introduction to chemistry using a logical presentation of the content combined with a focus on the following concepts: Stoichiometry, Atomic Theory, Periodicity, Bonding, States of Matter, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, and Organic Chemistry. Students explore additional options in content beyond the core curriculum. Laboratory activities are crucial to the learning process to provide students with an opportunity to design experiments, investigate matter and energy, and to develop skills needed to present information to the global scientific community.

Students have numerous opportunities to analyze data and to critique all aspects of the laboratory process. The format includes a variety of instructional methods including class discussion, individual and group experiments, computer aided labs and learning, and lecture. Assessments include unit tests, quizzes, lab reports, the Internal Assessment of practical scheme of work, the Group 4 Project, and various other projects and activities in preparation for the External Assessment.

Chemistry, HL HL-1 323B00IW
HL-2 323C00IW
Grades: 11, 12 (Semesters: 4) 2 units
Prerequisite: Honors Biology 1/Chemistry 1

The curriculum includes 135 hours of core instruction and an additional 44 hours of optional instruction (options are chosen by the teacher). For the External Assessments, students are expected to complete Paper 1 – 40 multiple-choice questions from the core and options; Paper 2 – a data based question, several short answer questions, and two extended response questions from the core; and Paper 3 – short answer questions and an extended response question for each option studied.

Physics
The purpose of the course is to provide an introduction to physics using a logical presentation of the content combined with a focus on the following concepts: Physical Management, Mechanics, Thermal Physics, Wave Phenomena, Electromagnetism, Atomic and Nuclear Physics. Students explore additional options in content beyond the core curriculum. Laboratory activities are crucial to the learning process to provide students with an opportunity to design experiments, explore trends in the universe, and to develop skills needed to present information to the global scientific community.

Students have numerous opportunities to analyze data and to critique all aspects of the laboratory process. The format includes a variety of instructional methods including class discussion, individual and group experiments, computer aided labs and learning, and lecture. Assessments include unit tests, quizzes, lab reports, the Internal Assessment of practical scheme of work, the Group 4 Project, and various other projects and activities in preparation for the External Assessment.
Mathematics, HL 324B00IW
Grades: 11, 12 (Semesters: 4) 2 units
Prerequisite: Honors Biology 1/Chemistry 1

The curriculum includes 135 hours of core instruction and an additional 44 hours of optional instruction (options are chosen by the teacher). For the External Assessments, students are expected to complete Paper 1 – 40 multiple-choice questions from the core and options; Paper 2 – a data based question, several short answer questions, and two extended response questions from the core; and Paper 3 – short answer questions and an extended response question for each option studied.

MATHMATICS (GROUP 5)
Mathematics, SL 311F001W
Grades: 11, 12 (Semesters: 2) 1 unit
Prerequisite: Honors Algebra 1/Algebra 2/Geometry/Probability and Statistics/ Pre-Calculus; AP Statistics/Calculus AB

This course is designed for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. Students interested in taking this course are those who expect to go on to study subjects that have a significant mathematical content, for example, chemistry, economics, geography and business administration. The course covers the same broad range of topics found in the higher-level course, but does not have the depth found in that program. Candidates starting this course are expected to have knowledge of the basic concepts and skills needed to apply mathematical techniques correctly.

The student’s internal assessment component, the portfolio, offers a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students wishing to study subjects with a high degree of mathematical content should opt for the mathematics HL course rather than an SL course.

At the end of the course, students will take the IB Mathematics SL Exam.

Mathematics, SL 311I00HW
Seminar Honors (for International Baccalaureate Mathematics SL)
Grades: 11 (Semesters: 2) 1 unit

This course is a required link to International Baccalaureate Mathematics SL and is only open to those students enrolled in that course.

Mathematics, HL 311D00IW
Grades: 11, 12 (Semesters: 4) 2 units
Prerequisite: Honors Biology 1/Chemistry 1

This course is designed for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students are expected to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensive, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students take the IB Mathematics HL Exam at the end of the course.

THE ARTS (GROUP 6)

Students embark upon a journey of creative exploration and discovery that is determined by their personally chosen area of media concentration. The journey concludes with tangible documentation of philosophical and creative processes as well as of inquiries into the influence and significance of multicultural art and artists. In addition, students explore and refine their own personal and expressive style while delving deeply into their chosen media concentration. Journals are required of all Diploma Programme candidates as an instrument to engage students in the process they experience. They reflect and research diverse methods of thought and creative insight as well as societal, historical, and cultural influences. A summative portfolio of artworks is essential for successful completion of either course with some of the artworks completed in earlier high school years.

Visual Arts, SL 351B001W
Grades: 11, 12 (Semesters: 2) 1 unit
Prerequisite: Honors 2-D Design/3-D Design

In addition to the information provided above, candidates assemble a summative portfolio with a minimum of twenty (20) quality artworks and complete a minimum of four (4) journals reflecting their exploration and endeavors throughout the Diploma Programme journey. Two-dimensional artworks are matted while three-dimensional artworks are presented on slides for external evaluation of merit.

Visual Arts, HL 351C00IW
Grades: 11, 12 (Semesters: 4) 2 units
Prerequisite: Honors 2-D Design/3-D Design

In addition to the general information provided above, candidates assemble a summative portfolio with a minimum of thirty (30) quality artworks and complete a minimum of eight (8) journals reflecting their exploration and endeavors throughout the Diploma Programme journey. Two-dimensional artworks are matted while three-dimensional artworks are presented on pedestals and in cases for external evaluation of merit.

Theatre Arts, SL 452A001W
Grades: 11, 12 (Semesters: 2) 1 unit
Prerequisite: Honors 2-D Design/3-D Design

The Theatre Arts programme encompasses many skills and in-depth studies. In this course, there is emphasis on the process as well as the product, the whole picture and not merely the sum of the parts; the body, the mind, the senses; the various cultures and their effect on life, art society, and the world. The objectives include having knowledge of the working elements as well as understanding of the interaction of these elements, or a feel for the overall picture, using reflection, analysis, and aesthetic valuing/criticism. The areas to be investigated are performance skills, world theatre studies, practical play analysis, and theatre production. There are both internal and external assessments designated by IB.
Theatre, HL  
HL-1 452B00IW  
HL-2 452C00IW  
Grades: 11, 12 (Semesters: 4) 2 units

In addition to the criteria designated in the Standard Level Theatre Arts course, students are required to complete an individual project. Designed for the student who wants to pursue theatre beyond high school, this course includes five compulsory parts: performance skills, world theatre studies, practical play analysis, and theatre production in addition to the individual project. Class assessments reflect these five components. External assessment includes research of a previously unfamiliar theatrical tradition and a practical play analysis.

**THEORY OF KNOWLEDGE (TOK)**

Theory of Knowledge  
TOK HN1 373A00HH  
TOK HN2 373B00HH  
Grades: 11, 12 (Semesters: 1) 1 Honors unit (.5 credit each)

This is a required course within the Diploma Programme, which spans one semester in the junior year and one semester in the senior year. Credit for the course is not given until successful completion of the senior year.

Students reflect on and question the bases of knowledge. Through a range of reading assignments and discussion, students become aware of the diverse beliefs within the school environment as well as around the world. They also learn to evaluate beliefs and make interdisciplinary connections by investigating the areas of knowledge: natural sciences, human sciences, history, arts, ethics, and mathematics. In addition, they are able to identify values underlying and knowledge claims pertinent to local and global issues. Assessments include a college-level essay and required presentations.

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**ENGLISH**

The SC College and Career Ready Standards for English Language Arts are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready.

Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standard.

In order to receive a South Carolina high school diploma, students are required to earn at least four core units in English (English 1-4). All other offerings in the English department are electives. The district endorses the practice of taking an English course each year of high school. The SC End-of-Course Examination Program (EOCEP) includes an end-of-course test for English 1 and English 1 Honors. This state-developed test is the final exam for these two courses.

**English 1 Part One**  
(LHS, PHS, WKHS)  
Grade 9 1 unit elective credit

Enrollment in this pair of linked courses (English 1 Part One and Two) is based on standardized test scores. Part One is designed to strengthen literacy skills and strategies required by all content areas. A variety of print and multimedia materials are used to enhance comprehension. Through reading and writing workshop and direct instruction, students build strategies for creating an assortment of visual, oral, and written responses in order to analyze texts. Students are expected to provide structured evidence of their learning. Part One is elective credit; students must complete Part Two to receive English 1 credit.

**English 1 Part Two**  
(LHS, PHS, WKHS)  
Grade 9 1 unit

Requirement: The S.C. End-of-Course Examination Program requires students taking this course to take the English 1 End-of-Course Test.

Note: Enrollment in this course occurs only with teacher recommendation. Students enrolled in English 1 Part Two must first complete English 1 Part One. Upon successful completion of English 1 Part Two, students receive the required unit for English 1.

Instruction includes emphasis on essential standards in the context of literature and composition studies. Students may not select this course as a personal preference. This course is designed to help students become more sophisticated in their use of language. In implementing the writing process, students compose various types of texts including arguments, informational pieces and narratives. They proofread and edit for the correct use of the conventions of written Standard American English, and they improve the content and development, the organization, and the quality of voice in their writing through the use of revision strategies. This course emphasizes strategies needed to achieve proficiency on standardized tests and classroom assessments.

**English 1**  
Grade 9 1 unit

Requirement: The S.C. End-of-Course Examination Program requires students taking this course to take the English 1 End-of-Course Test.

In this course, students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students initiate and
participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

Students are expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. In addition, students acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. By the end of the course, students should be able to read and comprehend a variety of literary and informational texts proficiently.

**English 1 Honors** 302400HW

**Grade 9** 1 unit

**Requirement:** The S.C. End-of-Course Examination Program requires students taking this course to take the English 1 End-of-Course Test; summer reading

**Recommended:** Grade of 85 or better in the previous English course

In this course, students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

Students are expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. In addition, students acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Students engage in Socratic Seminars where they seek deeper understanding of complex ideas in text through rigorously thoughtful dialogue. Honors students are expected to read and comprehend complex literary and informational texts independently and proficiently.

**English 2** 302500CW

**Grade 10** 1 unit

**Prerequisite:** English 1

In this course, students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

Students are expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. In addition, students acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

By the end of the course, students should be able to read and comprehend a variety of literary and informational texts proficiently.

**English 2 Honors** 302500HW

**Grade 9, 10** 1 unit

**Prerequisite:** English 1 or English 1 Honors

**Requirement:** Summer reading, Socratic Seminars

**Recommended:** Grade of 85 or better in the previous English course

In this course, students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

Students are expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. In addition, students acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Students engage in Socratic Seminars where they seek deeper understanding of complex ideas in text through rigorously thoughtful dialogue. Honors students are expected to read and comprehend complex literary and informational texts independently and proficiently.

**English 3** 302600CW

**Grade 11** 1 unit

**Prerequisite:** English 2

In this course, students gather relevant information from multiple print and multimedia sources. Students effectively assess the strengths and limitations of each source in terms of the task, purpose, and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and follow a standard format for citation.

Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students must initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

Students present information, findings, and supporting evidence to convey a clear and distinct perspective, such that listeners can follow the line of reasoning. Students ensure the organization, development, substance, and style of their presentation (written or oral) are appropriate to purpose and audience in a range of formal and informal tasks. Students acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. By the end of the course, students should be able to read and comprehend a variety of literary and informational texts proficiently.
This course enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively. Students write both informal and formal contexts to gain authority and learn to take risks in writing. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading. The Senior Experience has a computational weight of 20 percent in the final course average, and there is no final exam.
Advanced Placement  307000AW
English Literature and Composition
Grade 12  1 unit
Prerequisite: English 4 Honors, English 4 or AP English Language and Composition
Requirements: AP Literature and Composition Exam, English Literature and Composition Extension Honors linked course, summer reading/assignment
Recommended: Grade of 85 or better in the previous English course
Students enrolled in these courses must demonstrate a high level of motivation and achievement in the prerequisite coursework. Students engage in rigorous study of 20th century British literature plus selections from world literature. Compositions focus on the analytical skills needed for the AP exam. Complementary reading (during the summer and school year) is required. The course meets the objective of a general English course at the college level. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. This course is linked to a required half-unit extension honors course.

AP English Literature and Composition Preparation Lab Honors (GHS, LHS, PHS, WKHS)
Grade 12  ½ unit
This course is a required link to Advanced Placement English Literature and Composition and is only open to those students enrolled in that course.

Advanced Composition and Creative Writing
Grades 10–12; RBHS 11–12  1 unit
This course is for students who desire additional writing instruction before attempting college English courses. Many composition assignments are the same as those required in major college freshman English programs. The course emphasizes all phases of the writing process. Related topics range from the use of computers in writing to the preparation of students’ creative writing for publication.

ESOL
Grades 9–12
Level One  1 unit elective credit
Level Two  ½ unit elective credit
Prerequisite: Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) or the WIDA-ACCESS Placement Test(W-APT ) scores with teacher recommendation.

These courses are for English to Speakers of Other Languages (ESOL) students only. These support classes are designed to provide instruction and/or assistance to non-English Speaking (NES) and Limited English Proficient (LEP) students. The objective is to develop skills in reading, writing, listening and speaking. Emphasis is placed on context-related vocabularies to promote success in all core areas. All ESOL support classes are aligned to the WIDA Standards. These courses may be taken in combination with English 1, 2, 3 or 4.

Literary Film Studies
Grades 9–12  1 unit
Prerequisite: English 1
This course is an interdisciplinary approach to film and is designed to enhance students’ media literacy and give them a fundamental understanding of the development, range, social impact and technical aspects of this art form. The course helps students become more discriminating patrons of the film arts by focusing on exploring character, analyzing technique and analyzing thematic value. It also helps students examine how films convey meaning and both reflect and influence culture. Students examine films through discussions and various forms of writing, including reviews, viewing journals, multimedia projects and essays.

Literary Moves (WKHS)
Grades 10–12  1 unit
The art of expression is woven through all avenues of communication. Whether by words, body language, or musical or visual arts, people hope to reveal their inner most thoughts and emotions. This course blends dance and literature as students explore the meaning of artistic expression and the effective ways one can use his/her mind and body as tools of creative communication. With words and ideas as inspiration, dancers of all experience levels will broaden their knowledge of various forms of dance technique while also delving into a richer understanding of the written word.

World Mythology (LHS)
Grades 10–12  1 unit
This course extends current knowledge of world mythology to include Greek/Roman, Norse, Middle Eastern, Native American and Far Eastern. The course includes an exploration of modern mythology, including urban legends. Students also explore the current uses of mythology in film and media. Course requirements involve reading, class discussion and writing (expository and creative).

Speech 1
Grades 9–12  1 unit
This course focuses on a variety of communication activities including specialized writing, oratory and motivational expression. Debate is a possible component of this class.

Speech 2
Grades 10–12  1 unit
Prerequisite: Speech 1
Recommended: English 2 and a computer course
This course extends students’ public speaking knowledge from basic presentations and skills to developing professional techniques. It focuses on Lincoln-Douglas debate, extemporaneous, original oratory, dramatic and humorous interpretation (including poetry), and duo interpretation. It addresses effective delivery habits and the application of multimedia presentations into speeches.

Southern Literature
Grades 11, 12  1 unit
Prerequisite: English 3, completed or concurrent
This course focuses on Southern writers and themes that are common to Southern literature. It examines the historical context of the works studied as well as the authors’ styles. Readings are taken from a variety of genres: short story, poetry, drama and novel. Both reading and writing are emphasized.
**JOURNALISM**

**Journalism Introduction**  
(GBS, LHS, RBHS, WKHS)  
Grades 9–12  
Recommended: Grade of 80 or better in previous English course  
This course is designed to provide initial exposure to newspaper, yearbook and broadcasting production skills as well as to journalistic theory and history. The course teaches basic skills needed for writing news, features, editorials and sports stories. Emphasis is placed on sound journalistic principles. The course focuses on journalistic writing skills and information-gathering techniques, and introduces students to concepts of design and photojournalism.

**Broadcasting Production**  
(LHS, PHS, WKHS)  
Grades 9–12  
Prerequisite: Interview and portfolio  
Recommended: Grade of 80 or better in Journalism Introduction and English class  
This course is for students who have mastered the skills taught in Journalism Introduction. This course teaches writing broadcast copy, using video cameras and microphones, lighting and editing. The class produces a weekly news show.

**Newspaper Production**  
(LHS, PHS, WKHS)  
Grades 9–12  
Prerequisite: Interview and portfolio  
Recommended: Grade of 80 or better in Journalism Introduction and English class  
This course is for students who have mastered the skills taught in Journalism Introduction. Students sharpen their writing skills and edit staff members’ work as well as use more advanced design principles to produce a school newspaper. Students are given out-of-class photography assignments and work sessions after school are required.

**Multimedia Publications /Productions**  
(RBHS)  
Grades 9–12  
In this course students get hands-on experience as they learn the basics of preparing content for an interactive, multimedia online publication. Students produce high-quality journalistic stories for Web distribution that include graphics, video, audio, still photos, and text. Students are responsible for gathering information, writing stories, taking pictures, shooting and editing video, and uploading content. In addition to enhancing digital journalism skills, students learn about important issues pertaining to convergence media such as media ethics, copyright, social media in the newsroom, media literacy, and how to create infographics to present statistical data.

**Yearbook Production**  
Grades 9–12  
Prerequisite: Interview and portfolio  
Recommended: Grade of 80 or better in Journalism Introduction and English class  
This course is for students who have mastered the skills taught in Journalism Introduction. This course is designed to provide initial exposure to yearbook production skills. Students study journalistic writing style and page design. The course covers typography usage and photography skills. Work sessions after school are required.

**MATHEMATICS**

In order to receive a South Carolina High School Diploma, students are required to earn at least four units in mathematics. Additionally, the Commission on Higher Education (CHE) requires a minimum of three units in mathematics (including Algebra 1, Algebra 2, and Geometry) for applicants to four-year programs in South Carolina public colleges and universities.

To ensure a well-rounded mathematics curriculum, students are required to take courses in algebra, geometry and statistics. Knowledge of mathematics is needed by 21st Century Graduates to be successful in most careers and/or professions. Students are encouraged to take at least one course in mathematics each year and more than the required four units. Students should pay special attention to course descriptions that recommend a minimum grade average in a prior course. Students not achieving this average are advised to take steps to improve their understanding of the prerequisite content before taking subsequent courses.

The South Carolina End-of-Course Examination Program (EOCEP) includes an end-of-course test for mathematics. At the completion of Algebra 1 Honors, Algebra 1 or Intermediate Algebra: Function and Modeling, students are required to take the state-developed Algebra 1 End-of-Course Test. This test is the final exam for Algebra 1 Honors, Algebra 1 and Intermediate Algebra: Functions and Modeling.

**Introduction to Algebra**  
Grades 9  
Grade of 80 or better in previous English course  
1 unit elective credit

**Foundations Algebra**  
Grade 9  
Enrollment in this pair of linked courses (students must enroll in both courses) is based on standardized test scores. Students may not select this pair of courses as a personal preference.

These linked courses present the content of Foundations and Structures in Algebra extended throughout the 180-day school year with remediation of foundational skills integrated throughout the year. Emphasis is placed on mathematics concepts and skills as they are applied in the context of problems in the Foundations and Structures in Algebra curriculum. Based on the concepts of arithmetic, pre-algebra and algebra, these linked courses emphasize the ability to understand and apply mathematics to solve problems. Classroom instruction and applications are used to emphasize real-world problems, problem-solving techniques, estimation skills, measurement skills, geometry, data analysis, simple statistics and the use of algebraic formulas. Graphing calculators and/or computer software are utilized to solve problems and graphically display data. This pair of linked courses emphasizes the content students need in preparation for standardized tests and classroom assessments.

**Foundations in Algebra**  
Grade 9  
Grade of 80 or better in previous English course  
1 unit math credit

**Intermediate Algebra: Functions and Modeling.**  
Grade of 80 or better in previous English course  
This course emphasizes the application of algebraic concepts and skills. Students apply problem-solving techniques, estimation skills, and measurement skills to solve contextual and mathematical problems, including applications related to geometry, data analysis, and statistics. Students work within the real number system to solve problems requiring the use of linear, quadratic, and exponential functions. Students also use graphing techniques to solve problems, including graphing calculators and/or computer software as appropriate.
This course is a study of the concepts and problem-solving processes contained in the basic structure of algebra. Topics studied include the real number system, equations and inequalities, operations with polynomials, radicals, quadratics, exponentials and graphing. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Algebra 1 Honors 411400HW
Grade 9  1 unit

**Requirement:** The South Carolina End-of-Course Examination Program requires students taking this course to take the Algebra 1 End-of-Course Test.

This course is designed for students who have demonstrated exceptional mathematical abilities. It includes applications of algebraic concepts and problem-solving processes that require abstract reasoning abilities and/or a creative analysis of information. Topics include the real number system, equations and inequalities, operations with polynomials, radicals, quadratics, exponentials and graphing. Problems that involve both linear and non-linear functions are included. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Intermediate Algebra 411700CW
Grades 9, 10  1 unit

**Prerequisite:** Foundations in Algebra

**Requirement:** The South Carolina End-of-Course Examination Program requires students taking this course to take the Algebra 1 End-of-Course Test.

This course emphasizes the application of algebraic concepts and skills to solve mathematical and contextual problems that can be modeled with linear, quadratic, exponential and rational functions. These problems may include scenarios related to geometry, data, statistics, direct variation, and inverse variation. Students also use graphs and tables to display and solve problems using graphing calculators and/or computer technology as appropriate.

Algebra 2 411500CW
Grades 9–12  1 unit

**Prerequisite:** Algebra 1

**Recommended:** Grade of 80 or higher in Algebra 1

This course continues the development of algebraic concepts and skills. Students use equations, inequalities, real numbers and polynomials to solve problems. Additional topics include conic sections, quadratic functions, exponential functions, logarithmic functions, and rational functions and sequences. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Mathematics for the Technologies 3 314300CW
Grades 10–12  1 unit

**Prerequisite:** Algebra 1

This course focuses on the study of characteristics and properties of plane and solid geometric figures. Students apply their knowledge of geometric concepts and principles to solve problems with an emphasis on numerical applications. Students study and write geometric proofs, but writing formal proofs is not emphasized. The study of geometric methods of construction is also included. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Geometry 412200CW
Grades 10–12  1 unit

**Prerequisite:** Algebra 1

**Recommended:** Grade of 80 or higher in Algebra 2

This course focuses on the study of characteristics and properties of plane and solid geometric figures. Students apply their knowledge of geometric concepts and principles to solve problems with an emphasis on theoretical characteristics and principles. Students solve problems involving numerical applications of geometric concepts and principles, and develop logical reasoning through writing geometric proofs. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Geometry Honors 412200HW
Grades 10–12  1 unit

**Prerequisite:** Algebra 1 Honors

**Recommended:** Grade of 85 or higher in Algebra 1 Honors

This course provides a comprehensive study of geometric concepts and principles. Students are required to apply geometric theorems to problem-solving situations that require abstract reasoning abilities. Logical reasoning is developed through various kinds of proofs. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.
Mathematics for the Technologies 4 314400CW
Grades 10–12 1 unit
Prerequisite: Algebra 1
Recommended: Access to a graphing calculator outside the classroom
This course includes the study of up-to-date statistical topics and techniques needed to understand consumer-oriented statistics encountered routinely in newspapers and other media. Learning experiences include collecting, organizing, displaying, analyzing and interpreting data. Students analyze data using formulas and related concepts. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Probability and Statistics 414100CW
Grades 10–12 1 unit
Prerequisite: Algebra 1
Recommended: Grade of 80 or higher in Algebra 2, access to a graphing calculator outside the classroom
This course includes the study of probability, statistics and discrete mathematics topics. Students collect, organize, display, analyze and interpret data to solve mathematical and contextual problems. They use probability to model and solve real-world problems. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Probability and Statistics Honors (PHS, WKHS) 414100HW
Grades 10–12 1 unit
Prerequisite: Algebra 1
Recommended: Grade of 85 or higher in Algebra 2 Honors, access to graphing calculator outside the classroom
This course includes the study of probability, statistics and discrete mathematics topics. Students engage in the collection, organization, display, analysis and interpretation of data to solve mathematical and contextual problems. They use probability to model and solve real-world problems. Fundamentals of inferential statistics are studied. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Advanced Placement Statistics (GHS, LHS, RBHS, WKHS) 417100AW
Grades 10–12 1 unit
Prerequisite: Algebra 2
Requirement: Advanced Placement Statistics Exam, Statistics Extension Honors linked course, summer reading/assignment
Recommended: Access to a graphing calculator outside the classroom
This course is appropriate for students pursuing a degree in mathematics, engineering, psychology, sociology, health science or business. Four basic concepts are studied: exploring data, planning a statistical study, anticipating patterns using probability and simulations, and drawing statistical inferences. The course is equivalent to an introductory non-calculus college course in statistics. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. This course is linked to a required half-unit-honors course.

AP Statistics Preparation Lab Honors (GHS, LHS, RBHS, WKHS) 314900HH
Grades 10–12 ½ unit
This course is a required link to Advanced Placement Statistics and is only open to those students enrolled in that course.

Discrete Mathematics 414200CW
Grades 11, 12 1 unit
Prerequisite: Algebra 1, Geometry
Recommended: Access to a graphing calculator outside the classroom
This course includes the study of sequences, series, matrices, counting techniques, modular systems and vectors. Students apply knowledge of special functions and graphs to solve problems. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Algebra 3 411300CW
Grades 11, 12 1 unit
Prerequisite: Algebra 2, Geometry
Recommended: Grade of 80 or higher in Algebra 2
This course focuses on the development of an understanding of functions and the application of functions and advanced mathematics concepts to solve problems. The course includes a study of polynomial, rational, exponential, logarithmic and trigonometric functions. Emphasis is on active participation through modeling, technology lab activities, group activities and communication in mathematics. Students are expected to use technology, including graphing calculators, computers and data-gathering equipment. The course is a bridge between Algebra 2 and Pre-calculus. Students need access to a graphing calculator outside the classroom.

Pre-Calculus 413100CW
Grades 11, 12 1 unit
Prerequisite: Algebra 2, Geometry
Recommended: Grade of 85 or higher in Algebra 2
This course prepares students to study calculus in high school or at a technical college or four-year college or university. It is appropriate for students who need knowledge in advanced mathematical concepts and trigonometry. Students should have demonstrated a thorough understanding of algebraic concepts and a working knowledge of geometric theorems. This course includes the study of polynomial, trigonometric, exponential and logarithmic functions as well as parametric equations and polar coordinates. Students need access to a graphing calculator outside the classroom.

Pre-Calculus Honors 413100HW
Grades 11, 12 1 unit
Prerequisite: Algebra 2, Geometry
Recommended: Grade of 85 or higher in Algebra 2 Honors
This course prepares for students to study calculus and other advanced mathematics courses. It is intended for those students who have demonstrated exceptional mathematics abilities and desire a rigorous comprehensive course of study. This course includes the study of polynomial functions, trigonometric functions, exponential functions, logarithmic functions, parametric equations and polar coordinates. Access to a graphing calculator is needed outside the classroom.
Calculus 413500CW
Grade 12 1 unit
Prerequisite: Pre-Calculus
This course is designed to introduce students to basic calculus topics and applications. It is intended for students who plan to pursue a degree at a four-year or two-year college or university that requires the successful completion of a calculus course. Topics introduced in Pre-Calculus are reviewed and extended. Additional topics include limits, derivatives and simple integration techniques with their applications for problem solving. Access to a graphing calculator is needed outside the classroom.

Advanced Placement 417000AW
Calculus AB
Grade 12 1 unit
Prerequisites: Pre-Calculus
Requirement: Advanced Placement Calculus AB Exam, Calculus AB Extension Honors linked course, summer reading/assignment
Recommended: Grade of 80 or higher in Pre-Calculus Honors or Pre-Calculus, a score of 55/550 on the math portion of the PSAT/SAT
This course includes a study of elementary functions, differential calculus and integral calculus. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. Students must be prepared to spend an average of one hour per night on homework to be successful. This course is linked to Advanced Placement Calculus AB.

AP Calculus AB 314901HH
Preparation Lab Honors
Grade 12 ½ unit
This course is a required link to Advanced Placement Calculus AB and is only open to those students enrolled in that course.

Advanced Placement 417200AW
Calculus BC
(LHS, RBHS, WKHS)
Grade 12 1 unit
Prerequisites: Pre-Calculus Honors
Requirement: Advanced Placement Calculus BC Exam, summer reading/assignment
Recommended: Grade of 85 or higher in Pre-Calculus Honors, a score of 60/600 on the math portion of the PSAT/SAT
This course is intended for students who have a thorough knowledge of college preparatory mathematics. The syllabus includes a study of elementary functions, differential calculus, integral calculus, series and sequences, and includes calculus topics generally taught in two semesters at the college level. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. Students must be prepared to spend an average of one hour per night on homework to be successful. This course is linked to Advanced Placement Calculus AB.

SCIENCE
The Commission on Higher Education (CHE) requires three units of laboratory science for admission to SC state-supported four-year colleges. Two units must be in two different fields and selected from among biology, chemistry and physics. The third unit may come from the same field as one of the first two units. Courses taken that have a prerequisite of Biology 1 and/or Chemistry 1 also count as laboratory sciences for CHE credit. All students are required to take Biology 1. The South Carolina End-of-Course Examination Program includes the end-of-course test in Biology 1.

Physical Science 321100CW
Grades 9, 10 1 unit
This course is a survey of the principal concepts of chemistry and physics. Laboratory investigations and hands on activities are an integral part of this course. Chemistry units include: acids and bases, atomic structure, states of matter, bonding and reactions, and nuclear chemistry. Physics units include: motion, forces, conservation of energy, and electricity. The course is based on the 2014 South Carolina Academic Standards and Performance Indicators for Science.

Biology 1 322100CW
Grade 9 (GHS, LHS, WKHS) 1 unit
Grade 10 (PHS, RBHS) 1 unit CHE lab credit
This course covers the major concept areas of biological science including: the cell; molecular basis of heredity; biological change; diversity in living systems; and environmental relationships. The student develops an understanding and appreciation of all living things and their critical relationship with one another. Laboratory investigations that address the biology inquiry standard are an essential aspect of this course. (All of the South Carolina Academic Standards and Performance Indicators for Science are addressed.)

Biology 1 Honors 322100HW
Grade 9 1 unit CHE lab credit
Requirement: The S.C. End-of-Course Examination Program requires students taking this course to take the Biology 1 End-of-Course Test.
Within the framework of development from simplest to the most complex, the unique structures, processes, and organization of life forms are treated in-depth through the study of cells; genetics; biological change and diversity of life; matter, energy, and organization in living systems; and the interrelationship between organisms and the environment. This course serves as a foundation for the student interested in pursuing AP Biology 2. Extensive laboratory investigations are an integral part of this course. Independent and group investigations and research are conducted throughout the course. (All of the South Carolina Academic Standards and Performance Indicators for Science are addressed.)

Biology 2 322200CW
Grades 11, 12 1 unit CHE lab credit
Prerequisite: Biology 1
This course is designed to prepare students for many college-level Biology courses. It is taught in a hands-on, real-world manner. The concepts of this course include: the environment and current environmental issues, animal behavior, plants, evolution, and classification with a specific focus on each of the kingdoms. Biology 2 also includes animal anatomy and physiolog through the use of dissections.
This course is a second year of intensive biology designed to prepare students to take the Advanced Placement Biology Examination. The course meets the objective of a general biology course at the college level. The College Board determines the course description (including dissection); therefore, the content of this course must adhere to those requirements. This course is linked to a required one-unit honors course.

AP Biology 328901HW
Preparation Lab Honors
Grades 10–12 1 unit
This course is a required link to Advanced Placement Biology and is only open to those students enrolled in that course.

Environmental Studies 326100CW
Grades 9 (LHS, PHS) 1 unit
Grades 10–12 (GHS, WKHS) 1 unit
Grades 11–12 (RBHS) 1 unit
Recommended: Should have completed Biology 1
This course is designed to assist students in developing awareness, knowledge and skills needed to make informed decisions concerning wildlife and the environment. Topics include wildlife and ecological systems, conservation, plant and animal diversity, and wildlife issues and trends. Laboratory activities, including field studies, are an aspect of this course.

Marine Science 322500CW
Grades 10–12 (GHS, LHS, WKHS) 1 unit CHE lab credit
Grades 11–12 (RBHS)
Prerequisite: Biology 1
This course is for students with an interest in science and/or may be considering a career in environmental or marine science. Lab, classroom work and independent research are required for an in-depth study of: land, marine and coastal ecosystems; plant and animal life; and ecological principles. The course integrates current events and topics in marine and environmental science with textbook information. A required dissection of a marine organism enhances the study of these unique animals.

Advanced Placement Environmental Science 327700AW
(GHS, PHS, RBHS, WKHS)
Grades 11, 12 1 unit CHE lab credit
Prerequisite: Biology 1, Chemistry 1
Requirement: AP Environmental Science Exam, Environmental Science Extension Honors linked course, summer/reading assignment
This course is designed to be the equivalent of a one-semester introductory college course in environmental science. The goal of the course is to provide students with scientific principle, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. This course is linked to an extension honors course.

AP Environmental Science Prepartion Lab Honors
(GHS, PHS, WKHS)
Grades 11, 12 1 unit
This course is a required link to Advanced Placement Environmental Science and is only open to those students enrolled in that course.

Anatomy and Physiology 326300CW
Grades 11, 12 1 unit CHE lab credit
Prerequisite: Biology 1
Recommended: Grade of 85 or better in Biology 1
This course is designed to extend the learning in Biology 1 for students interested in possible health and medical careers. The content applies to the human body and the molecular and cellular bases of organisms as taught in Biology 1. The content provides knowledge of individual functioning units of the body and how they complement the whole body organism. Students attain a working vocabulary of medical terminology. Laboratory investigations are a routine portion of the class.

Chemistry 1 323100CW
Grades 10–12 1 unit CHE lab credit
Prerequisite: Biology 1, Algebra 1 (non-concurrent) Recommended: Grade of 80 or better in Algebra 1
This course deals with the nature and structure of matter, the periodic system, chemical reactions, balancing equations, mathematics of chemistry, gases, solutions and solubility, calorimetry and acid-base relationships. (Emphasis is placed on problem solving. Laboratory activities that address the course inquiry standards are coordinated with and enhance the course content based on the South Carolina Academic Standards and Performance Indicators for Science 2014.)

Chemistry 1 Honors 323100HW
Grades 10–12 1 unit CHE lab credit
Prerequisite: Biology 1, Algebra 2 Recommended: Grade of 85 or better in math courses
This course is an in-depth study of the chemical principles described in Chemistry 1 with emphasis placed on chemical calculations. Appropriate laboratory activities that address the course inquiry standards are coordinated with the course content based on the South Carolina Academic Standards and Performance Indicators for Science.

Chemistry 2 323200CW
(LHS, RBHS, WKHS)
Grades 11, 12 1 unit CHE lab credit
Prerequisite: Chemistry 1, Algebra 2 Recommended: Grade of 80 or better in math and science courses
This course is an in-depth study of chemical principles with appropriate laboratory activities enhancing the content. Mathematical skills are essential. The course expands on Chemistry 1 Theory and covers such new topics as thermodynamics, equilibrium and electrochemistry. Emphasis is placed on problem solving and critical thinking.
Advanced Placement 327300AW
Chemistry (LHS, RBHS, WKHS)
Grades 11, 12 1 unit CHE lab credit
Prerequisite: Chemistry 1, Algebra 2

Requirement: AP Chemistry Exam, Chemistry 2 Extension Honors linked course, summer reading/assignment

Recommended: Grade of 85 or better in math and Chemistry 1, a 60/600 on the math section of the PSAT/SAT or 27 on the ACT math

This course is a second year of intensive chemistry designed to prepare the student to take the Advanced Placement Chemistry Examination. The course meets the objective of a general chemistry course at the college level. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. This course is linked to a required one-unit honors course.

AP Chemistry Preparation 328900HW
Lab Honors (LHS, RBHS, WKHS)
Grades 11, 12 1 unit

This course is linked to Advanced Placement Chemistry 2 and is open only to students enrolled in that course.

Physics 324100CW
Grades 11, 12 1 unit CHE lab credit
Prerequisite: Biology 1, Algebra 2, Geometry

Recommended: Grade of 85 or better in Algebra 2, Pre-Calculus (completed or concurrent)

This is a mathematical science course covering the classical and modern topics in physics. Appropriate laboratory activities that address the course inquiry standards are coordinated with the course content so that students grasp the experimental nature of science. Topics include measurement, mechanics, wave motion, sound, light, optics, color, thermodynamics, electricity and electromagnetism, and relativity.

Physics Honors 324100HW
Grades 11, 12 1 unit CHE lab credit
Prerequisite: Biology 1, Algebra 2, Geometry

Recommended: Grade of 85 or better in Algebra 2

This course offers an in-depth study of the physics principles with emphasis placed on mathematical computation. Where appropriate, calculus methods are used to solve problems. Laboratory activities that address the course inquiry standards are coordinated with the course content so students can grasp the experimental nature of science. Topics include measurement, mechanics, torque, rotary motion, wave motion, sound, light, optics, electricity and electromagnetism, and relativity.

Advanced Placement Physics 1 328200AW
(LHS, RBHS, WKHS)
Grades 11-12 1 unit CHE lab credit
Prerequisite: Pre-Calculus (completed or concurrent)

Requirement: AP Physics 1 Exam, summer reading/assignment

AP Physics 1 is the equivalent of a first-semester college course in algebra-based physics. It is designed to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The full course also allows time for inclusion of physics content specified by state standards. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits.
Forensic Science 324500CW
Grades 11, 12 1 unit elective credit
Prerequisites: Biology 1
Recommended: Chemistry 1 (concurrent or completed)
Forensic science is the application of scientific methods to those
criminal and civil laws that are enforced by police agencies in a
criminal justice system. This course covers the crime scene,
various types of physical evidence and analysis, and specific
branches of forensic science, such as anthropology and pathology.
The class format includes lecture, reading materials, guest
speakers, video presentations, and laboratory or field exercises.
Participation in a Mock Crime Scene is required. This course is
elective credit and does not count as a science unit.

SOCIAL STUDIES
To receive a South Carolina High School Diploma students
must earn three units in Social Studies. U.S. History (1 unit),
American Government (1/2 unit), and Economics (1/2 unit) are
required courses. The third unit must be a course designated as a
social studies elective. It is strongly recommended that students
who plan to take AP U.S. History or AP European History enroll
in social studies courses in Grades 9 and 10.
All social studies courses are aligned with the South Carolina
Social Studies Academic Standards. The academic standards are
grade-specific and call for the integration of content standards
(what students are expected to know in each area) and process
standards (what skills students are expected to develop).

U.S. History and the Constitution 332000CW
Grade 11 1 unit
Requirement: The S.C. End-of-Course Examination program
requires students taking this course to take the U.S. History
End-of-Course Test.
This course is a survey of major historical developments in the
United States from colonial settlement to the present. It builds
on fourth- and fifth-grade U.S. History and eighth-grade South
Carolina history. This course is designed to help students
evaluate the political, economic, social and cultural influences
in state and national development from the 13th century to
the present. Emphasis is placed on the use of analytical and
interpretive skills as students examine historical data and
cause-effect relationships.

Advanced Placement
U.S. History 337200AW
Grade 10, 11 1 unit
Requirements: AP U.S. History Exam, U.S. History
Extension Honors linked course, the S.C. End-of-Course
Examination program requires students taking this course to
take the U.S. History End-of-Course Test, summer reading/
assignment
Recommended: A score of 58/580 on the verbal section of the
PSAT/SAT or completed English 2 Honors with a grade of 80
or higher
This course provides students with a learning experience
equivalent to that obtained in college introductory United
States history courses. Students examine major historical
developments from the age of discovery to the present. This
course is designed to provide students with the analytical
skills and factual knowledge necessary to deal critically with
problems and materials in United States history. Emphasis is
placed on analyzing historical data, synthesizing evidence and
evaluating the ideas of others as students develop the ability
to express themselves with clarity and precision when writing
essays. The College Board determines the course description;
therefore, the content of this course must adhere to those
requirements. This course is linked to a required one-unit
honors course.

AP U.S. History Preparation 336900HW
Lab Honors
Grade 10, 11 1 unit
This course is a required link to Advanced Placement U.S.
History and is only open to those students enrolled in that course.

American Government 333001CH
Grades 11, 12 ½ unit
This course covers institutions, people, processes, policies and
powers at the national, state and local levels of government,
and is linked with Economics Seminar. It provides a
framework for understanding the origins and functions of
government, the foundations of American democracy, and
the basic principles of the American political system. This
course is designed to encourage responsible and effective
civic participation. It emphasizes the use of analytical and
interpretive skills so that students are able to evaluate and
defend political positions with sound reasoning and evidence.

Advanced Placement
U.S. Government and Politics 337300AW
(GHS, LHS, RBHS, WKHS)
Grades 11, 12 1 unit
Requirement: AP American Government Exam, summer reading/assignment
Recommended: A score of 58/580 on the verbal section of
the PSAT/SAT or completed a previous Honors English course
with a grade of 80 or higher
This course provides students with a comprehensive critical
perspective on American government and politics. Students
develop analytic perspectives for interpreting, understanding
and explaining political events in this country. The course
provides students with a learning experience equivalent to
that obtained in most college introductory U.S. government
and politics courses. The College Board determines the course
description; therefore, the content of this course must adhere
to those requirements. This course is linked to a required half-
unit honors course.

Economics 335000CH
Grades 11, 12 ½ unit
This course is a study of the American free enterprise
economic system and is linked with American Government
Seminar. It covers microeconomic and macroeconomic theory.
This course helps students effectively use economic reasoning
as workers, consumers and citizens. Emphasis is placed on
the use of analytical and interpretive skills to make informed
decisions based on evaluation of economic data, understanding
of economic issues and knowledge concerning public policy.

Advanced Placement
Microeconomics 337500AW
(LHS, RBHS, WKHS)
Grades 11, 12 1 unit
Prerequisites: Algebra 2
Requirement: AP Microeconomics Exam, summer reading/assignment
This course is designed to provide a thorough understanding
of the principles of economics that apply to the functions of
individual decision makers, both consumers and producers,
within the larger economic system. It places primary emphasis
on the nature and functions of product markets and includes
the study of factor markets and the role of government in
promoting greater efficiency and equity in the economy. The
College Board determines the course description; therefore,
the content of this course must adhere to those requirements.
Advanced Placement Macroeconomics 337400AW (GHS, LHS, RBHS, WKHS)
Grades 11, 12 1 unit
Prerequisite: Algebra 2
Requirement: AP Macroeconomics Exam, summer reading/assignment
This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places emphasis on the study of national income and price determination and also develops familiarity with economic performance measures, economic growth and international economics. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

Advanced Placement European History 337600AW (LHS, RBHS, WKHS)
Grades 10–12 1 unit
Requirement: AP European History Exam, European History Extension Honors linked course, summer reading/assignment
Recommended: A score of 58/580 on the verbal section of the PSAT/SAT or completed a previous Honors English course with a grade of 80 or higher
This course provides students with a learning experience equivalent to that obtained in college introductory European history courses. This course focuses on the fundamental role of cultural, economic, political and social developments in European history from 1450 to the present. Emphasis is placed on analysis of historical evidence and written expression of historical understanding. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. This course is linked to a required half-unit-honors course and is designated as a social studies elective credit.

Advanced Placement World History 337701AW (GHS, LHS, RBHS)
Grades 9–12 1 unit
Requirements: AP World History Exam, summer reading/assignment
This course challenges students to think globally and make connections between cultures and across time. Students develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Emphasis is on the accumulation of factual knowledge and the development of analytical skills to prepare students to interpret primary sources and write persuasive essays. The College Board determines the course description; therefore, the content of the course must adhere to those requirements.
This course enables students to become more knowledgeable about matters discussed and debated by U.S. policy makers. Emphasis is placed on the use of analytical and interpretive skills as students explore domestic and foreign policy issues and research background information (arguments both pro and con). A major goal of the course is to produce civic participation based on informed perspectives. This course is not designated as a social studies elective credit.

Holocaust and Genocide Studies (LHS, WKHS)
Grades 10–12
1 unit
This course explores genocide in the 20th century. The study of the Holocaust focuses on the state-sponsored, systematic persecution and annihilation of the European Jewry by Nazi Germany and its collaborators. Students study the persecution and murder of Roma/Sinti, the handicapped, Poles, and political dissenters. The in-depth study of the Holocaust is the foundation for studying other genocide events of the 20th century to include the former Soviet Union, Bangladesh, Indonesia, East Timor, Cambodia, former Yugoslavia and Rwanda. There is a culminating project created by the students that explores intolerance issues in the United States, creation of international justice after genocide events, or current genocidal events in other areas of the world. Emphasis is placed on the use of analytical and interpretive skills so that students are able to evaluate and defend positions on issues of intolerance with sound reasoning and evidence. This course is not designated as a social studies elective credit.

Law Education (LHS, PHS)
Grades 9–12
1 unit
This course introduces and provides an overview of law and the legal system. It provides students with practical information, problem-solving skills and a basic understanding of law-related terms. This course is designated as a social studies elective credit.

Psychology
Grades 11, 12
½ unit
This course focuses on the factors that influence the behavior of individuals. By learning these principles and their applications, students develop a better understanding of themselves and others. This course is designated as a social studies elective credit.

Advanced Placement Psychology
Grades 11, 12
1 unit
Requirements: AP Psychology Exam, summer reading/assignment
Recommended: A score of 58/580 on the verbal section of the PSAT/SAT or completed a previous Honors English course with a grade of 80 or higher.
This course introduces the systematic and scientific study of the behavior and mental processes of human behavior and mental processes of human beings and other animals. It includes a consideration of the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

Sociology
Grades 11, 12
½ unit
This course provides an analysis of human relationships in modern culture through an examination of institutions, traditions, customs and trends. This course is designated as a social studies elective credit.

iCIVICS
(GHS, WKHS)
Grades 9–10
1 unit
This course provides an overview of the U.S. Constitution and introduces the functions of the three branches of government (legislative, executive, and judicial). The curriculum is delivered as a hybrid course using face-to-face instruction and the online iCIVICS games, interactive activities, and case studies. This approach develops problem-solving skills, collaboration, and 21st century learning skills while integrating civics literacy into the course content. This course is designated as a social studies elective credit.

WORLD LANGUAGES

Students planning to enter a four-year, state-supported college in South Carolina are required to complete at least two years of the same world language. Some colleges now require three units of the same language. For returning high school students and students from other districts; level one courses are open to all interested students. It is recommended that students have a strong foundation in English/language arts and appropriate study habits in order to be successful in a world language. Beginning at level three, students may enroll in honors-level courses. Levels four and five are either honors or Advanced Placement. Students are urged to pay special attention to course descriptions that recommend a minimum grade or performance level in a prerequisite course. Students not achieving at or above this minimum level have historically had difficulty achieving a satisfactory level in subsequent courses.

For students moving into high school from within Lexington One middle schools, the appropriate course placement by proficiency level will be recommended by the middle school when enrolling for high school world language courses. If a student does not take continue his/her language experience at ninth grade, he/she will need to take a proficiency placement test to determine what course is recommended based on his/her performance at later grades. For more information about proficiency and Lexington One’s World Language courses and program, visit: www.lexington1.net, click on “quick links” and then scroll down to World Languages. Or you can visit: http://blog.lexington1.net/instruction/world-languages-and-partial-immersion

Chinese 1
(RBHS, WKHS)
Grades 9–12
1 unit
This course introduces the structure and phonetic system of the Chinese language. It covers the development of communication skills in written and spoken language and the culture and civilization of China.

Chinese 2
(WKHS)
Grades 9–12
1 unit
This course expands on the skills introduced in Chinese 1 and emphasizes proficiency and cultural comparisons.
French 1 361100CW  
Grades 9–12  1 unit  
This course introduces the structure and phonetic system of the French language. It covers the development of communication skills in written and spoken language and the cultures and civilizations of France and other French-speaking countries.

French 2 361200CW  
Grades 9–12  1 unit  
This course expands on the skills introduced in French 1 and emphasizes proficiency and cultural comparisons.

French 3 361300CW  
Grades 10–12  1 unit  
This course is a review and expansion of structure, vocabulary and usage of the French language with emphasis on authentic communication. Culture, civilization and comparisons are important aspects of the course.

French 3 Honors 361300HW  
Grades 10–12  1 unit  
Recommended: Grade of 85 or better in French 2  
This course is a review and expansion of structure, vocabulary and usage of the French language with emphasis on authentic communication. Culture, civilization and comparisons are important aspects of the course.

French 4 Honors 361400HW  
(LHS, RBHS, WKHS)  
Grades 10–12  1 unit  
Recommended: Grade of 85 or better in French 3  
This course is an advanced study of German with an emphasis on comprehension and communication about current topics, literature and culture. Students work to achieve better oral and written proficiency.

German 1 362100CW  
Grades 9–12  1 unit  
This course introduces the phonetic system and structure of the German language. Emphasis is on development of communication skills. The cultures of German-speaking countries are studied.

German 2 362200CW  
Grades 9–12  1 unit  
This course expands vocabulary and structure with continued emphasis on communication skills.

German 3 362300CW  
(GHS, LHS, RBHS, WKHS)  
Grades 10–12  1 unit  
This course is a review and expansion of structure, vocabulary and usage of the German language with emphasis on authentic communication. Culture and civilization are also important facets of the course.

German 3 Honors 362300HW  
Grades 10–12  1 unit  
Recommended: Grade of 85 or better in German 2  
This course is an expansion of vocabulary and review of grammar and usage. Emphasis is on reading both current and classical authentic texts, comprehending the spoken language, conversing in German and writing with increased proficiency.

German 4 Honors 362400HW  
(GHS, LHS, RBHS, WKHS)  
Grades 11, 12  1 unit  
Recommended: Grade of 85 or better in German 3  
This course is an advanced study of German with an emphasis on comprehension and communication about current topics, literature and culture. Students work to achieve better oral and written proficiency.

German 5 Honors 362500HW  
(LHS, RBHS, WKHS)  
Grades 11, 12  1 unit  
Recommended: Grade of 85 or better in German 4 Honors  
This advanced communication and culture course extends and expands skills developed in German 4 and emphasizes extended conversation, reading and composition.

Latin 1 363100CW  
Grades 9–12  1 unit  
This course focuses on the basic structures of the Latin language and acquiring a basic vocabulary by reading the language. Students study mythology and everyday life of ancient Romans and the many contributions by the Romans to modern language and civilization.

Latin 2 363200CW  
Grades 9–12  1 unit  
This course is a continuation of Latin 1 with an added emphasis on early Roman history. Students improve their ability to read Latin.

Latin 3 Honors 363300HW  
(LHS, RBHS, WKHS)  
Grades 10–12  1 unit  
Recommended: Grade of 85 or better in Latin 2  
This course mainly emphasizes reading in Latin from various authors. Students develop reading skills taught in the previous two courses and complete their study of advanced grammatical structures. Students also research various phases of Roman civilization and history.

Latin 4 Honors 363400HW  
(LHS, WKHS)  
Grades 10–12  1 unit  
Recommended: Grade of 85 or better in Latin 3 Honors  
This course is an advanced course in Latin with an emphasis on reading authentic Latin text. Students read selections from Julius Caesar’s De Bello Gallico, the tale of Jason and the Argonauts, and a variety of other golden and silver Latin literature. Students also continue their study of mythology, Roman history, and culture.
Advanced Placement Latin Vergil (LHS, RBHS) 367400AW
Grades 10–12 1 unit
Requirement: AP Latin Exam, AP Latin Extension Honors linked course, summer reading/assignment
Recommended: Grade of 85 or better in Latin 3
This course prepares students to read, understand, analyze, scan and interpret lines of Vergil. College Board determines the syllabus for the course; therefore, the content of the course may not be adjusted. Students take the AP examination in the Latin language. This course is linked to a required half-unit honors course.

AP Latin Preparation Lab Honors 369900HH (LHS)
Grades 10–12 ½ unit
This course is a required link to AP Latin 4 and is only open to students enrolled in that course.

Spanish 1 365100CW
Grades 9–12 1 unit
This course introduces the structure and phonetic system of the Spanish language with emphasis on oral proficiency and writing skills. The cultures of Spain and Latin America are studied.

Spanish 2 365200CW
Grades 9–12 1 unit
This course expands and continues the skills introduced in Spanish 1 with continued emphasis on oral and written proficiency.

Spanish 3 365300CW
Grades 10–12 1 unit
This course reviews and expands on the structure, vocabulary and usage of the Spanish language, emphasizing authentic communication in the language. Students also study Spanish literature, culture and civilization.

Spanish 3 Honors 365300HW
Grades 10–12 1 unit
Recommended: Grade of 85 or better in Spanish 2
This course is a continued expansion of communication skills and cultural comparisons. Students are expected to use Spanish extensively in the classroom and engage in creative, meaningful projects and activities.

Spanish 4 Honors 365400HW
Grades 11, 12 1 unit
Recommended: Grade of 85 or better in Spanish 3
This advanced Spanish language course emphasizes speaking and oral comprehension of current topics. Students also study the structure of the Spanish language, development of writing skills and expanded reading comprehension.

Spanish 5 Honors 365500HW (GHS, LHS, RBHS, WKHS)
Grades 11, 12 1 unit
Recommended: Grade of 85 or better in Spanish 4
This advanced communication and culture course extends and expands the skills developed in Spanish 4, emphasizing extended conversation, reading and composition. Students complete a major project.

**FINE ARTS**

**Art 1** 350103CW
Grades 9–12 1 unit
This entry-level, survey-style course provides students with: foundational knowledge of various art forms; basic art concepts, terminology and techniques; tools and materials; cultural literacy; art history; and art career information. Hands-on learning activities are undertaken in drawing, printmaking, painting, ceramics and sculpture. Class critiques, written tests and written reports are required.

**Art 2** 350206CW
Grades 10–12 1 unit
Prerequisite: Art 1 and portfolio
This advanced studio art course addresses a variety of drawing, printmaking and painting techniques in a variety of art styles and media. It also introduces advanced color theory and some cultural literacy, art history and career information. Students develop a portfolio and complete weekly sketchbook assignments. They also must participate in class critiques, take written tests, give reports and participate in select competitive exhibits.

**Art 3 Honors** 350305HW (GHS, LHS)
Grades 11, 12 1 unit
Prerequisite: Art 2 and portfolio
In this advanced studio art course, students produce creative, sophisticated and well-crafted artwork in up to two of the following 2-D art forms: drawing, printmaking, painting, photography and/or graphic design (computer-generated imagery). Art projects are based on a thematic approach. Written student-teacher contracts with individualized guidelines and requirements are done for each project. Course requirements include a weekly sketchbook/journal, sketches for all contracted work, individual critiques, written reports, a portfolio, participation in competitive exhibits and an end-of course show.

**Art: 3-D Design 2** 350600CW
Grades 10–12 1 unit
Prerequisite: Art 1 and portfolio
This advanced studio art course builds upon students’ basic knowledge of ceramics and sculpture, and includes some cultural literacy, art history and career information. It begins with pottery production (advanced hand building and throwing on the potter’s wheel), with the second half of the term covering advanced 3-D design. In ceramics, students acquire knowledge and skill in glazing, kiln operation, ceramic design and throwing on the wheel. In sculpture, students execute artwork in all sculpture techniques, a variety of art styles and in a variety of media. Students must also participate in class critiques, take written tests, give reports and participate in select competitive exhibits.

**Art: 3-D Design 3 Honors** 350700HW (GHS, LHS)
Grades 11, 12 1 unit
Prerequisite: 3-D Design 2 and portfolio
In this studio art course, students produce creative, sophisticated and well-crafted artwork in the following 3-D art forms: ceramics (hand-built and/or wheel-thrown pottery) and/or sculpture. Art projects are based on a thematic approach. Written student-teacher contracts with individualized guidelines and requirements are done for each project. Course requirements include a weekly sketchbook/journal, sketches for all contracted work, individual critiques, written reports, a portfolio, participation in both competitive exhibits and an end-of course show.
Therefore, the content of the course may not be adjusted. This
The College Board determines the syllabus for the course;
the objective of a general art course at the college level.

demonstrate a wide range of experience). The course meets
contains three sections: Quality (for which five actual works
specifications required by the College Board. Each portfolio
portfolio is to be prepared and submitted in accordance with
This course requires students to produce a portfolio — either
drawing, 2-D Design or 3-D Design — for evaluation. The
This studio art course focuses on basic black-and-white still
photography techniques. The proper use of a variety of cameras
and use of equipment is addressed. Topics include a survey
of photographic history, composition and technical skills,
darkroom and computer lab production, research, cultural
literacy, presentation of artwork and career opportunities.

Photography 2  456700CW
Grades 10–12  1 unit
Prerequisite: Photography 1
This studio art course focuses on advanced use of photography
along with a more thorough exploration of photography history
and various types of photography production. There is
a continued focus on sketchbook journals, research, cultural
literacy and the presentation of artwork. The course also
covers the history of film and its relation to photography.

Art 4 Honors  350401HW
(GHS, LHS, RBHS, WKHS)
Grades 10–12  1 unit
Prerequisite: Art 2 or 3-D Design 2 or Photography 2 and
completion of portfolio review process
This studio art course is designed for advanced visual arts
students, some of whom are also enrolled in Advanced Placement Studio Art. Students are challenged to produce creative, sophisticated and well-crafted artwork of the quality
required in the Breadth Section of an AP portfolio. Art projects
are based on a thematic approach. Individualized student/teacher contracts are done for each assignment. Course requirements include a weekly sketchbook/journal, sketches for all contracted work, individual and class critiques, written reports, a portfolio and participation in competitive exhibits. This course serves as the Extension course for students enrolled in Advanced Placement Studio Art.

AP Studio Art (Drawing)  357200AW
AP Studio Art (2D Design)  357400AW
AP Studio Art (3D Design)  357500AW
(GHS, LHS, RBHS, WKHS)
Grades 11, 12  1 unit
Requirement: AP Studio Art Exam, Art 4 Honors linked
course, summer reading/assignment
This course requires students to produce a portfolio — either
drawing, 2-D Design or 3-D Design — for evaluation. The
portfolio is to be prepared and submitted in accordance with
specifications required by the College Board. Each portfolio
contains three sections: Quality (for which five actual works
of art are submitted); Concentration (an in-depth, individual
project of up to 12 slides); and Breadth (12 slides that
demonstrate a wide range of experience). The course meets the
objective of a general art course at the college level.
The College Board determines the syllabus for the course;
therefore, the content of the course may not be adjusted. This
course is linked to Studio Arts Honors.
Percussion  
458300CW  
(GHS, LHS, RBHS, WKHS)  
Grades 9–12  
1 unit  
This course is for percussion students who have successfully passed eighth grade band classes and the spring high school band audition. The course drills basic fundamentals of major percussion instruments. It allows for work on percussion ensembles as well as music for the symphonic and concert bands.

Jazz Band 1  
453100CW  
Grades 9–12  
1 unit  
Prerequisite: Orchestra 2  
This course is a performance-oriented group concentrating on complex string repertoire. Students participate in Concert Festival, Solo and Ensemble Festival, and may perform in competitive events. Extra rehearsal time may be scheduled after school.

Jazz Band 2  
453200HW  
Grades 9–12  
1 unit  
Prerequisite: Jazz Band 1  
This course is a set instrumentation of alto saxes, tenor saxes, a baritone sax, trumpets, trombones, piano, guitar, bass, drums, and one or two vocalists (piano, bass and guitar players must be able to read music and chord symbols). Students study jazz styles and improvisation, rehearse music for performance and may have to participate in practice after school.

Jazz Band 3 Honors  
453300HW  
Grades 10–12  
1 unit  
Prerequisite: Jazz Band 2 or audition at advanced level  
This course is a set instrumentation of alto saxes, tenor saxes, a baritone sax, trumpets, trombones, piano, guitar, bass, drums, and one or two vocalists (piano, bass and guitar players must be able to read music and chord symbols at an advanced level and perform more complex musical selections). Students participate in a continued study of jazz styles and improvisation, rehearse music for performance and may have to participate in practice after school.

Orchestra 1  
355100CW  
Grades 9–12  
1 unit  
Prerequisite: Orchestra 2 or audition at advanced level  
This course is a performance-oriented program concentrating on complex string repertoire. Students participate in Concert Festival, Solo and Ensemble Festival, and may perform in competitive events. Extra rehearsal time may be scheduled after school.

Orchestra 2  
355201CW  
Grades 10–12  
1 unit  
Prerequisite: Orchestra 1  
This course is a performance-oriented program concentrating on complex string repertoire. Students participate in Concert Festival, Solo and Ensemble Festival, and may perform in competitive events. Extra rehearsal time may be scheduled after school.

Orchestra 3 Honors  
355303HW  
Grades 10–12  
1 unit  
Prerequisite: Orchestra 2 or audition at advanced level  
This course is a performance-oriented group concentrating on more difficult string repertoire. Rehearsal after school may be required.

Orchestra 4 Honors  
355400HW  
Grades 10–12  
1 unit  
Prerequisite: Orchestra 3 or audition at advanced level  
This course is a performance-oriented group concentrating on advanced string repertoire. Rehearsal after school may be required.

Guitar 1  
356700CW  
(GHS, PHS, RBHS, WKHS)  
Grades 9–12  
1 unit  
Prerequisite: Guitar 1  
This course is for students who desire serious study of the guitar. Students develop the ability to read standard pitch and rhythmic notation, refine finger technique appropriate to the classical guitar, correlate staff notation with techniques used in playing polyphonic music, develop sight-reading skills, and expand performance ability. Students perform solo, duo and ensemble music drawn from a variety of musical genres.

Piano 1  
454100CW  
Grades 9–12  
1 unit  
Prerequisite: Piano 2  
This course is for any student who wants to learn or improve piano keyboard skills. Students do not need any prior experience. Because instruction is individualized, students may range from beginners to advanced levels of skill. It is not required that students have access to a keyboard outside of class. Students who have previously taken this class may repeat it to gain increased skill.

Piano 2  
454200CW  
Grades 10–12  
1 unit  
Prerequisite: Piano 1  
This course is for students who desire serious study of the piano and wish to improve musical and technical skills. Because instruction is individualized, students may range from intermediate to advanced levels of skill. Students must have access to a keyboard outside of class. Students who have previously taken this class may repeat it to gain increased skill.

Chorus 1  
354103CW  
Grades 9–12  
1 unit  
This performance-oriented course is for beginning choral students. Students learn and study singing through performance, ear-training, sight-singing, musical literacy, vocal and breathing technique, and musical elements of performance through a variety of choral repertoire. Students are required to perform in all concerts and performances. After-school rehearsals may be required as necessary.

Chorus 2  
354204CW  
Grades 10–12 (LHS, RBHS, WKHS)  
1 unit  
Prerequisite: Chorus 1 or audition at advanced level  
This performance-oriented course emphasizes vocal techniques that are developed and studied through correct breathing, diction, intonation, tone production, musicality, musical literacy, and performance. This ensemble is designed to study the above mentioned techniques through a variety of choral music repertoire. Students are required to perform in all concerts and performances. After-school rehearsals may be required as necessary.
Chorus 3 Honors 354302HW
Grades 10–12 1 unit
Prerequisite: Chorus 2 or audition at advanced level
This performance-oriented course emphasizes musical literacy, sight-singing, musicality, technique, and musical elements of performance. The course is designed for students who demonstrate vocal skill and knowledge. This level provides a higher level of training that is appropriate for a variety of larger ensemble choral repertoire. Students are required to perform in all concerts and performances. After-school rehearsals may be required as necessary.

Chorus 4 Honors 354400HW
(GHS, LHS, RBHS, WKHS)
Grades 10–12 1 unit
Prerequisite: Audition at advanced level
This performance-oriented course is designed for choral students who demonstrate vocal skill, knowledge, and musical independence. Students experience a high level of vocal training regarding tone, diction, balance, blend, technical vocabulary, sight-reading, sight technique, breathing, musical literacy, and musicality. This ensemble performs a variety of quality choral repertoire. Students are required to perform in all concerts and performances. After-school rehearsals may be required as necessary.

Chorus 5 Honors 354500HW
(GHS, LHS, RBHS, WKHS)
Grades 10–12 1 unit
Prerequisite: Audition at advanced level (vocal and choreographed dance)
This performance-oriented course is designed for the most advanced choral musicians and dancers. Students are expected to demonstrate a high level of vocal and dance skills daily through popular culture music from various decades. This ensemble features full choreography and vocal scores. Four concerts, community performances, competitions, after-school rehearsals, and all performances are required.

Chorus 6 Honors 354600HW
(GHS, LHS, RBHS, WKHS)
Grades 9–12 1 unit
Prerequisite: Audition at advanced level
This performance-oriented course is designed for the most advanced choral students. Students perform a variety of chamber choir music and other challenging repertoire appropriate for a select and auditioned ensemble as well as learn to sight-sing. Students must perform at a high level vocal skill and demonstrate musical literacy daily. Students are required to perform in all concerns, community and school performances, competitions and after-school rehearsals.

Music Appreciation 356100CW
(RBHS) 1 unit
Grades 10–12
This course provides opportunities for students to hear and study music from many different historical periods as well as from various cultures. Trends in American music and the influence of society, media, genre and composers are of special interest. This course is designed to teach a better comprehension of the elements of music which include melody, rhythm, harmony, tempo, timbre, instrumentation, voicing, etc. No prior music instruction is necessary.

Music Composition 357000CW
(PHS, RBHS, WKHS)
Grades 10–12 1 unit
This course introduces students to basic concepts and skill applications crucial to the understanding of how tonal music is organized. Topics include notation, scales, chords, intervals, rhythm and harmonization as well as ear-training and sight-singing skills. Basic piano techniques are taught as a means to a better understanding of music theory. This course greatly enhances any chorus, band or orchestra student’s musicianship.

Music Composition Honors 357000HW
(RBHS, WKHS)
Grades 10–12 1 unit
Prerequisite: Level 2 of Chorus, Band or Orchestra or audition at advanced level
This course introduces the basic compositional concepts of tonal music. Topics include scales and key signatures, rhythm, intervals, chords, transposition, part writing, figured bass, harmonization and analysis of music from the common practice period. Students develop rhythmic and aural skills through sight-singing, ear-training and listening activities. Students must have formal music training through enrollment in chorus, band and strings, and be able to read music and match pitch with the voice.

AP Music Theory 357600AW
(LHS, RBHS, WKHS)
Grades 10–12 1 unit
Prerequisite: Music Theory Honors or audition at advanced level
Requirement: A broad range of working knowledge in music, either from extended private music instruction or extended enrollment in band, orchestra or chorus, summer reading/assignment
Recommended: A score of 58/580 on the math section of PSAT/SAT
This course is an introduction to the concepts and aural skills basic to the understanding and analysis of music structure. It is offered to students with advanced music reading skills who are ready to meet the abstract thinking demands of this college-level course. College Board determines the syllabus for the course; therefore, the content of the course may not be adjusted.

Musical Theatre 459910CW
(GHS, LHS, RBHS, WKHS)
Grades 10–12, 9 1 unit
This course focuses on the history of musicals and the stock characters found in them. During the course, students become familiar with the larger, more famous musicals. This performance-oriented class incorporates movement and vocal work; therefore, it is suggested that students who register for the course be able to sing and move well. At the end of the course, students audition for and perform in a musical production to be presented to the school and/or the public.
Introduction to Technical Theatre (RBHS) 
Grades 9–12 ½ unit
Introduction to Technical Theatre gives an overview of the various technical theatre jobs: stage managing, light design, sound design, costume design and construction, and set design and construction. Students are given small hands-on projects to give them a taste of technical theatre and for them to determine if this area is one they would like to pursue further, possibly in the Center for Media Arts, Design, and Production.

Theatre 1 (RBHS) 
Grades 9–12
This course explores every area of theater including theater history and styles, acting techniques, voice projection, improvisation, set design and costumes. The course concludes with a class production that allows every student the opportunity to apply the skills and knowledge obtained throughout the course.

Theatre 2 
Grades 10–12 1 unit
Prerequisite: Theatre 1
This course focuses on the techniques, aspects and theories of acting through various activities including mime, pantomime, improvisation, script analysis, monologues and auditions. The course concludes with a class production allowing every student the opportunity to perform on stage.

Theatre 3 Honors 
Grades 10–12 1 unit
Prerequisite: Theatre 2 or audition at advanced level
This course is an in-depth study of all aspects of a production from business manager to actor to technician. Students analyze written scripts for emotional, sensory and motivational information in order to perform effectively. Students apply all learned theater skills to student-produced works. As a culminating experience, students select or create an original play and carry it through to production. After-school rehearsals are required.

Theatre 4 Honors (GHS, LHS, RBHS, WKHS) 
Grades 10–12 1 unit
Prerequisite: Theatre 2 or audition at advanced level
In this production-oriented course students work constantly on plays that they will perform for the public and for the various competitions and festivals in the state. This class meets during the school day during the spring term; however, during the fall term, students are required to meet one night a week. After-school rehearsals are required.

Dance 1 (LHS, RBHS) 
Grades 9–12 1 unit
This introductory level course is designed to expose beginner level students to the well-rounded art of dancing. It is the foundation course for the dance curriculum and does not require previous dance experience. This class focuses on basic modern, ballet, social dance, jazz and hip-hop dance techniques. Students are introduced to the introductory dance vocabulary and the history of dance.

Dance 2 (LHS, RBHS) 
Grades 9–12 1 unit
Prerequisite: Dance 1
Recommended: Studio dance experience
This course focuses on intermediate modern, ballet, jazz and hip-hop technique. Students enhance their knowledge of dance vocabulary and history. In addition, students explore choreography and participate in short choreography exercises and/or projects.

Dance 3 Honors (Advanced Technique and Choreography Development) (LHS, RBHS) 
Grades 9–12 1 unit
Prerequisite: Dance 2 or audition at advanced level
Recommended: Studio dance experience
This advanced level course is designed to deepen the understanding and accuracy of performing various styles of dance technique. The course focuses on the advanced knowledge and understanding of modern, ballet, jazz, and hip-hop technique. Students investigate the choreography process and construct their own choreography throughout the year. Students continue to increase their knowledge of dance vocabulary and history of each style of dance. Students participate in various performances throughout the year. Specific attire is required for this course.

Dance 4 Honors (LHS, RBHS) 
Grades 11, 12 1 unit
Prerequisite: Dance 3 or audition at advanced level
This course is a continuation of Dance 3 to further the exploration and development of dance. The class focuses on modern, ballet, jazz and hip-hop on a pre-professional level of expertise training. Students in this course choreograph several pieces for the concerts as an encapsulation project for the conclusion of the dance program. Students continue to increase their knowledge of dance vocabulary and history of each style of dance. Students participate in various performances throughout the year. Specific attire and shoes are required for this course.

PHYSICAL EDUCATION

Physical Education 1 344100CW Grades 9–12 1 unit
This course satisfies the graduation requirement for physical education and emphasizes personal fitness and lifetime activities. Students evaluate their present fitness level through assessment procedures learned in class and use this data to develop a personal fitness program. Through their personal fitness program and class fitness activities, students work toward meeting current health-fitness standards.

Physical Education 2 (GHS, PHS) 
Grades 10–12 1 unit
Prerequisite: Physical Education 1 or JROTC I
This course may not be used in lieu of Physical Education 1 to satisfy the graduation requirement. This course is an in-depth continuation of Physical Education 1. Instruction focuses on game strategies and higher skill development.
This course is designed to provide highly motivated student-athletes with more intensive sports specific training. The class resembles Physical Fitness and Weight Training 1 but offers instruction at a more advanced level. Assessment is based on participation, student-athlete improvement, and knowledge of technique and safety.

**Physical Education 4** 344400CW  
Grades 10–12  
Prerequisite: Student Athletes  
Note: This course may not be used in lieu of Physical Education 1 to satisfy the graduation requirement.

This course is designed to provide highly motivated student-athletes with more intensive sports specific training. The class resembles Physical Fitness and Weight Training 1 but offers instruction at a more advanced level. Assessment is based on participation, student-athlete improvement, and knowledge of technique and safety.

**Outdoor Living** 349906CW  
(WKHS)  
Grades 10–12  
1 unit

This course is designed to educate students about the outdoors and its safe use by addressing hunter education, boater safety, compass reading, archery, and Project Adventure activities. Students have the opportunity to become certified in hunter education and boater safety.

**CONSUMER AND FAMILY SCIENCE**

**Foods and Nutrition 1** 582400CW  
(LHS)  
Grades 9–12  
1 unit

This course concentrates on the principles and relationships of nutrition and well-being. Safety and sanitation, food preparation and management, meal planning, the food dollar and responsible consumer behavior are stressed during guided instruction, independent study and laboratory experiences.

**Foods and Nutrition 2** 582501CW  
(LHS)  
Grades 9–12  
1 unit

Prerequisite: Foods and Nutrition 1  
This course is a continuation of Foods and Nutrition 1. It provides students with more in-depth knowledge of individual and family health, fitness, and wellness. Responsible consumer behavior, ethnic and multicultural foods, healthy meal planning, selection and preparation, and safety and sanitation are stressed during guided instruction, independent study and laboratory experiences.

**Housing and Interiors 1** 583000CW  
(LHS)  
Grades 9–12  
1 unit

Prerequisite: Physical Education 1 or JROTC I  
Housing and Interiors 1 is designed for students who desire knowledge of housing selection in today’s market. It covers evaluation and drawing of floor plans, selection and arrangement of furnishings, color schemes, accessories, creative arts and crafts and practical care and maintenance of the home and its furnishings.

**Housing and Interiors 2** 583101CW  
(LHS)  
Grades 10–12  
1 unit

Prerequisite: Housing and Interiors 1  
This is a course in advanced interior study. It involves extensive learning experiences in furnishings and design-related projects. Students are offered expanded career awareness opportunities, and gain a more complete knowledge of housing and interior design basics by participating in mentor and shadowing placements.

**Child Development 1** 580000CW  
(LHS)  
Grades 9–12  
1 unit

This course is designed to provide students with information and experiences that give them a sound positive insight into parenting roles and responsibilities. Topics include preparing for effective parenthood, guiding the healthy development of children, and using community resources in the fulfillment of parenting roles and responsibilities.
Child Development 2  580100CW
Grades 10–12  1 unit
This course approaches the study of human growth and development from conception through school age. The care and guidance of young children relative to the physical, social, emotional and mental developmental tasks are stressed. Efforts are made to incorporate guided observation and participation with young children and their parents in order to promote confidence in responding to young children. Competencies gained prepare students for parental roles involving care and nurturing of children.

OTHER ELECTIVE CREDIT

ACT/SAT Prep Math  415001CH
Grades 10–12  ½ unit
Prerequisite: Algebra I and Geometry or current enrollment in Geometry
This course is designed for students planning to take the SAT or ACT. The course includes familiarization with the content of the tests and test-taking procedures. Information about typical questions is presented. Students review the application of algebra and geometry to problem solving. The course also includes a focus on the appropriate use of calculators during the tests.

ACT/SAT Prep Verbal  401101CH
Grades 10–12  ½ unit
This course is for students planning to take the SAT or ACT. It covers test content, test-taking procedures and information about typical questions. Students focus on specific areas of reading comprehension, words in context and vocabulary development.

Cooperative Education
Grades 11, 12  1–6 units
Cooperative Education is a work-based learning experience related to a career and technology program of study the student has completed. This program coordinates studies with a job in a career related to the student’s major. Instruction is completed at the worksite. Students must apply to participate in this program. Applications are available in each high school guidance department and must be approved prior to student enrollment in the course. Students must furnish their own transportation to the worksite and attend an orientation workshop prior to beginning training at the worksite. Note: Applications for students who are NOT enrolled in Health Science Clinicals will be given priority for the Lexington Medical Center Cooperative Education opportunities.

Leadership for the 21st Century  379905CH
Grade 9  ½ unit
Requirement: Leadership for the 21st Century linked course
This district-required course for ninth grade students is designed to foster growth and assessment of leadership potential and skills. The course focuses on qualities, laws, practices, and commitments of leaders; presentation skills; and career exploration. This course is viewed as essential in establishing the foundation for success in every high school student and in promoting self-direction, problem-solving, self-actualization, reflection and collaboration. Lessons are interactive, integrated, standards-based, and reflect high expectations.

Personal Health and Wellness  340201CH
Grade 9  ½ unit
Requirement: Leadership for the 21st Century linked course
Personal Health and Wellness is designed to help students develop the knowledge, attitudes, and skills to promote wellness, maintain health, and prevent disease. Instructional topics include injury prevention and safety; growth, development and sexual health and responsibility; alcohol, tobacco and other drugs; mental and emotional, personal and community health; and nutritional health. This district-required course includes instruction that complies with the requirement in the Comprehensive Health Education Act of 1988 for high school students.

Global Leadership for the 21st Century  379909CW
Grades 11-12  1 unit
This course provides an in-depth introduction and opportunity for students to explore leadership and its development from a complex, global perspective. It includes a thorough discussion of the impact of culture in organizations and society. Through the study of international leaders who have fostered or continue to foster innovation and change, students gain insight into traditional approaches to leadership, as well as emerging approaches. Protocols for informed decision-making and problem solving are modeled in classroom discussions and incorporated into projects and assignment. Technology is used extensively to support the course’s strong emphasis on research, reflection, presentation and communication. The seven habits of highly effective individuals (Covey) are incorporated into the course.

Senior Internship
Grade 12  1–2 units
Senior Internships are structured, work-based experiences which incorporate a strong school-based academic foundation. The major purpose of the internship program is for the intern to receive broad instruction in workplace expectations and employer-identified competencies related to a specific career field. Seniors may earn one elective unit of credit each semester. Students must complete an internship application that must be approved prior to student enrollment in the course. Each student is responsible for arranging his/her internship experience. A student is placed on the job site when all required forms/documentation have been received in the School-to-Career Office. Students must attend a program orientation prior to beginning training at the worksite. A student may be removed from the internship program for failure to adhere to guidelines of the Internship Agreement.

Note: Applications for students who are NOT enrolled in Health Science Clinicals will be given priority for the Lexington Medical Center Cooperative Education opportunities.

Youth Apprenticeship
Grades 11 or 12  1–3 units
Youth Apprenticeship is a highly structured year-long educational program for students age 16 and older. It integrates on-the-job learning within an industry with school-based instruction in a career and technology program. A training agreement must be developed between the employer, Apprenticeship Carolina, the student and the school district. This agreement bridges high school and post-secondary schooling and results in both academic credentials and certified mastery of work skills. For more details and qualifications of the Youth Apprenticeship program contact the Partnership Office at the District Office or a school career specialist.

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Students develop an understanding of community service as a solving techniques, and managing resources and meetings.

This course is designed for the student interested in continuing their education in the Interactive Media segment of the Information Technology Cluster. Students are instructed in the fundamental features of using digital imaging software in editing and designing both photos 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; preparing documents for output to various types of high resolution printers, and color calibration. Successful completion of Image Editing helps provide a foundation for continued training as well as complementary training for related coursework.
SCHOOL OF BUSINESS, MANAGEMENT AND INFORMATION SYSTEMS

BUSINESS, MANAGEMENT AND ADMINISTRATIVE CLUSTER

Business Law ★ 504400CW (LTC, WKHS)
Grades 10–12 1 unit
This course provides students with knowledge of the legal environment in which adults live and work, including such areas as contracts, estates, marriage, divorce and consumer protection. Students study true situations that demonstrate how business and personal law impact on the lives of young people and adults. Students focus on the legal principles related to constitutional, criminal, civil and administrative laws, as well as the court system.

Integrated Business Applications 1 ★ 502000CW
Grades 9–12 1 unit
This course is designed for students who wish to enhance their personal business skills or pursue a career in office management, business, accounting, etc. Using the full–featured word processing package Microsoft Word, students learn to create many types of personal and business documents, including announcements, letters, memos, resumés, and business and academic reports. Students learn the basics of the spreadsheet program, Microsoft Excel, which allows students to organize data, perform calculations, graphically display data in charts and develop professional-looking reports. Students also learn the basics of the database program, Microsoft Access, which allows students to create and manipulate data in a database.

Digital Desktop Publishing ★ 517602CW
Grades 9–12 1 unit
Prerequisite: Integrated Business Applications 1
Students create professional level publications using various graphics and text software and techniques. Students create, format, illustrate, design, edit/review, and print publications while emphasizing productivity of digitally produced newsletters, flyers, brochures, reports, advertising materials, and other publications. Proofreading, composition, and communication skills are included. Students use the following software programs: Adobe InDesign, Illustrator, and Photoshop as well as Microsoft Word and Publisher.

INFORMATION TECHNOLOGY CLUSTER

IT Fundamentals ★ 502500CW (LTC)
Grades 9–10 1 unit
The IT Fundamentals course is designed to prepare students to take the CompTIA Strata IT Fundamentals certification exam. Students receive instruction in safety, communication and leadership skills, PC components, setup of a basic PC workstation, basic software installation, compatibility issues and basic security risks. Units covering Green IT and preventative maintenance are also included.

Computer Service Technology ★ 532000CW (LTC)
Grades 10–12 1 unit
Prerequisite: Algebra 1
This course is an advanced phase of the electronics program. Core electronics skills are recommended as prerequisites. This course provides an in-depth study of the physical and logical architecture of a PC. Students assemble a computer; install and configure peripheral devices, operating systems and application software; and perform hardware and software fault isolation. Students install, operate, isolate faults and repair printers. Students also study network principles, configuration and fault isolation. After completing this course, students should be capable of successfully completing the CompTIA A+ examination series.

Networking 1 ★ 531001CW (LTC)
Grades 10–12 1 unit
Prerequisite: Exploring Computer Science or Computer Service Technology
Networking Fundamentals provides students with classroom, laboratory, and hands-on experience in current and emerging networking technologies. Instruction is based on industry domains including network architecture; network operations; network security; network troubleshooting; industry standards, practices, and network theory; and workplace readiness and leadership skills. In addition, instruction and training are provided for the proper care, maintenance, and use of networking software, tools, and equipment.

Exploring Computer Science ★ 502300CW (GHS, LTC, RBHS, WKHS)
Grades 9–12 1 unit
Prerequisite: Algebra 1 or Concurrent Enrollment in Algebra
This course is designed to introduce students to the breadth of the computer science field through engaging topics such as web design, human computer interactions, and programming. Optional topics include mobile applications, robotics, and digital animation. Students develop critical thinking, logic, and problem solving skills relevant to today’s technology. Rather than employing specific software tools or programming languages, Exploring Computer Science focuses on the conceptual ideas of computing and helps students understand how certain tools or languages may be utilized in problem solving.

Computer Programming with Java ★ 505205CW (LTC)
Grades 10–12 1 unit
Prerequisite: Exploring Computer Science
This course of study 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.
Computer Programming  505303CW
with Java 2 ★
(LTC)
Grades 11–12  1 unit
Prerequisite: Computer Programming with Java 1
This course of study 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.

Advanced Placement 477100AW
Computer Science A
(LTC)
Grades 11–12  1 unit
Prerequisite: Algebra 2 Honors
This course prepares students for the Advanced Placement Computer Science A Examination. The course meets the objectives of an introductory computer science course at the college level. Students learn how to design and implement solutions to problems by writing, running, and debugging computer programs; using algorithms and data structures to solve problems; and coding with the programming language Java. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. Students taking this course should have access to a computer outside of class for at least three hours per week. Successful completion of this course meets the computer science requirement for graduation.

AP Computer Science A 477400HW
Preparation Lab Honors
(LTC)  1 units
This course is a required link to Advanced Placement Computer Science A and is open only to students enrolled in that course.

Foundations of Animation 535000CW
(LTC, RBHS, WKHS)
Grades 10–12  1 unit
Prerequisite: Exploring Computer Science or Integrated Business Applications
This course teaches students how to create and deliver interactive content across desktops and devices with a focus on establishing a working knowledge of animation tools and techniques. Foundations of Animation examines the features of Adobe’s popular Flash software that is the professional standard for producing high-impact Web sites using animation, video, text, graphics, and audio. Students create rich media applications that span a wide variety of digital devices, from desktops to mobile devices.

Game Design and Development 535200CW
(LTC)
Grades 11–12  1 unit
Prerequisite: Computer Programming with Java 1
This course presents the major aspects of game design including character and world development, game playing, game genres, and theories and principles of game design. Students design, implement and present meaningful programs through a variety of media. Students identify task requirements, plan search strategies and use programming concepts to access, analyze, and evaluate information needed to design games.

Web Page Design 503101CW
and Development 1 ★
Grades 10–12  1 unit
Prerequisite: Exploring Computer Science
This course is designed to provide students with the knowledge and skills needed to design, implement and maintain a Web site. Students create Web pages using HTML, Advanced HTML and a popular Web page software. Students develop a plan for posting, publicizing and promoting a Web site. They also research Web-related careers.

Web Page Design and Development 2 503300CW
(LTC)
Grades 11–12  1 unit
Prerequisite: Web Page Design and Development 1
This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Students develop World Wide Web pages that incorporate text, audio, video, and graphics using web authoring software, JAVA scripting, XHTML, and CSS. Students determine and employ methods to evaluate the design, functionality, and security of online information in various settings. This course teaches students how to use networks, including the Internet, for research and resource sharing.

HOSPITALITY AND TOURISM CLUSTER
Culinary Arts 1 572000CD
(LTC, PHS)
Grades 10–11  2 units
This course is designed to study the food service industry. It covers all aspects of the industry, potential careers, equipment use, food preparation, food storage, ordering and work simplification. Students receive practical and theoretical experiences to obtain competence in each area.

Culinary Arts 2 572100CD
(LTC, PHS)
Grades 11–12  2 units
Prerequisite: Culinary Arts 1
This course is the continuation of Culinary Arts 1. The course covers food preparation and the food service industry. Students have the opportunity to develop and apply skills in food service. Students in this course are required to purchase a uniform.

Foods and Nutrition 1 582400CW
(LHS)
Grades 9–12  1 unit
This course concentrates on the principles and relationships of nutrition and well-being. Safety and sanitation, food preparation and management, meal planning, the food dollar and responsible consumer behavior are stressed during guided instruction, independent study and laboratory experiences.

Foods and Nutrition 2 582501CW
(LHS)
Grades 10–12  1 unit
Prerequisite: Foods and Nutrition
This course is a continuation of Foods and Nutrition 1. It provides students with more in-depth knowledge of individual and family health, fitness, and wellness. Responsible consumer behavior, ethnic and multicultural foods, healthy meal planning, selection and preparation, and safety and sanitation are stressed during guided instruction, independent study and laboratory experiences.
MARKETING, SALES AND SERVICE CLUSTER

Advertising  547000CW  
(LTC, RBHS, WKHS)  
Grades 10–12  1 unit  
This course is suggested for students who are considering a career in business and marketing. Students learn about concepts of advertising, planning strategies, communications skills, and professional development. Students will complete hands-on activities involving budget development, media selection, ad design, and preparation of ads for various media. Course content also covers publicity, visual merchandising, and special sales events. Career opportunities, work ethic, communication strategies, and mathematics skills are addressed. This is a required course for the Marketing Communications major.

Entrepreneurship  540000CW  
Grades 10–12  1 unit  
This course is suggested for students who are considering opening their own business or having a career in business or marketing. They learn how to set up and operate a profitable business, starting with a business plan. This course helps them understand business operations, and provides them with the techniques, skills, sources of data and detailed information needed to operate a profitable business.

Fashion Merchandising  541000CW  
(LTC, RBHS)  
Grades 10–11, 12  1 unit  
This course is designed to introduce students to some of the basic fashion principles within the retail industry and provide students with a general overview of factors that affect apparel selection. Course topics include fashion terminology, color and color schemes, silhouettes and body types, fiber and fabric construction, the fashion cycle and theories of fashion movement, and careers within the retail industry. Students also research the history of fashion and significant fashion designers. This course is largely project based and should help prepare students for a possible career within the retail industry.

Merchandising (with a Fashion Emphasis)  543000CW  
(LTC, RBHS)  
Grades 11–12  1 unit  
Prerequisite: Fashion Merchandising  
With a focus on fashion, students prepare to function as professional buyers of resale products and product lines for stores, chains, and other fashion-oriented retail enterprises. Topics include product evaluation, merchandising, applicable aspects of brand and consumer research, principles of purchasing, and negotiation skills.

Marketing  542100CW  
Grades 10–12  1 unit  
Note: Students may choose Marketing or Marketing (with a Sports and Entertainment Emphasis). Credit cannot be earned in both courses.  
This course prepares students for careers in business, marketing, management and entrepreneurship. Students develop competencies in business fundamentals including human relations, communications, selling, promotion and financing. The instructional program emphasizes the competencies necessary for an individual to achieve success in advertising, buying, fashion merchandising, banking, tourism and business ownership. The importance of the free-enterprise system in a global economy and the American work ethic is stressed. Students learn the importance of the free-enterprise system in a global economy and a strong work ethic. This course leads to 4 Marketing Majors: Marketing Management, Merchandising, and Marketing Research.

Marketing Management  543101CW  
(LTC, RBHS, WKHS)  
Grades 11–12  1 unit  
Prerequisite: Marketing or Marketing (with a Sports and Entertainment Emphasis)  
This course further prepares students for careers in business, marketing, management and entrepreneurship. It expands students’ knowledge to make decisions concerning location, promotion, planning, pricing and competition. Each student selects a type of business and develops a business plan to include financing, organization, management and marketing. Students develop competencies in business fundamentals including human relations, communications, selling, promotion and financing. The curriculum stresses the importance of the free-enterprise system in a global economy and the American work ethic. The instructional program emphasizes the competencies necessary for an individual to achieve success in marketing fields such as advertising, buying, fashion merchandising, banking, tourism and business ownership. The skills developed in marketing help students pursue degrees in business administration, retailing, marketing and management. This is a required course for both the Marketing Communications and Marketing Management majors.

Marketing Research  542300CW  
(LTC, RBHS, WKHS)  
Grade 11–12  1 unit  
Prerequisite: Marketing or Marketing (with Sports and Entertainment Emphasis)  
By conducting research, students explore trends, needs, and challenges within a given target market. Students use various research methods and technology to analyze findings and present recommendations to implement successful marketing research strategies.

Digital Media Marketing ★  542200CW  
(RBHS, WKHS)  
Grades 10–12  1 unit  
Prerequisite: Integrated Business Applications I  
This course is an overview of digital marketing media. Students plan and execute a storyboard for producing their final product, to include podcasts, DVDs, video blogs, and webcasts. Students focus on digital video techniques, sound, and lighting as well as perform basic editing functions while familiarizing themselves with the software’s user interface. Topics include basic setup, adjusting and customizing preferences and settings, capturing video and audio, various editing and trimming techniques, audio editing and audio creation, finishing and final output. Students use software Final Cut Pro or Sony Vegas or Adobe Premiere.
Virtual Enterprise 515000CW Grades 10–12 1 unit
Prerequisite: Integrated Business Applications I
Recommended: At least one of the following courses: Web Page Design, Accounting, Marketing, Advertising, Personal Finance or Entrepreneurship
Virtual Enterprise is a simulated business environment, which is a part of a national curriculum from Virtual Enterprises International and the South Carolina Virtual Enterprises Network that allows students to experience within a simulated business all facets of being an employee in a firm. The program allows students to run simulated offices in their schools and engage in virtual trading with other practice firms. The program provides students with interdisciplinary instruction and an in-school work experience to develop school-to-career skills including accounting, personnel administration, management, marketing, and Web site development. The goal of Virtual Enterprise is to create a learning environment that integrates school and workplace to enhance learning. This course may be taken four times.

FINANCE CLUSTER

Accounting I 500100CW Grades 10–12 1 unit
This course helps students develop the skills necessary for the highly technical interaction between accounting and business. Students focus on accounting concepts, principles and practices. They also study procedures used in an accounting cycle as applied to several different kinds of business operations. Use of the computer in simulated activities gives students an opportunity to see the advantages of technology in accounting procedures.

Accounting II 500500CW (LTC, WKHS) Grades 11–12 1 unit
Prerequisite: Accounting I
This course expands the student’s understanding of accounting subsystems and develops an understanding of various methods of internal control procedures. Students develop competence in using subsidiary ledgers, preparing financial statements and performing end-of-period procedures. Students demonstrate the use of accounting principles through the use of computer software and simulated activities. After completing this course, students may be eligible to exempt Accounting 101 at Midlands Technical College.

Business Finance 527300CW (LTC) Grades 11–12 1 unit
Prerequisite: Accounting I
Students in this course receive instruction in the foundations of corporate business finance concepts and applications. Topics include financial fundamentals, the financial environment, management planning, maintenance and analysis of financial records, long and short term financial activities, financial business activities, financial institutions and banking services, consumer credit, business insurance, technology and financial management, and international finance.

Personal Finance 513102CW Grades 10–12 1 unit
This course introduces students to financial literacy by solving real-life problems as related to financial matters. Topics include completion of W-4 and tax forms, reconciling bank accounts, budgeting, buying insurance, using credit, and investing in stocks and real estate. The course focuses on setting up accounts, adding transactions to the register, using transaction categories, balancing the checkbook and writing checks. Speakers and current videos are a vital part of the course.

SCHOOL OF ENGINEERING, MANUFACTURING AND INDUSTRIAL TECHNOLOGIES

AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER

Agricultural Science and Technology 562000CD (LTC) Grades 9–12 2 units
This course addresses essential concepts and practices related to plant and animal life. These include biotechnology, conservation of natural resources, and the impact of agriculture on the environment. Personal and community leadership, safety, and agricultural mechanical technology are also included. This course paired with two credits in either Environmental and Natural Resources, Animal and Plant Systems, or Horticulture completes a major.

Agricultural Science and Technology 562401CW (GHS, PHS) Grades 9, 10, 11–12 1 unit
This course is designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture on the environment. Emphasis is placed on the role of agriculture in society and the importance of agriculture to the welfare of the world. Personal and community leadership, safety and agricultural mechanical technology are also covered. Each student is expected to design and participate in a supervised agricultural experience.

Agricultural Mechanics and Technology 566001CW (GHS, PHS) Grades 10–12 1 unit
Prerequisite: Agriculture Science and Technology
Agriculture Mechanics and Technology is designed as an introductory course to the Agriculture Mechanics Career Pathway. In addition, it provides development of general mechanical skills which are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in surveying, woodworking, metal working, welding, small engine maintenance, basic farm and homestead improvements, participating in personal and community leadership development activities, planning and implementing a relevant school-to-work transition experience, and participating in FFA activities.
Animal Science 560800CD
(LTC)
Grades 10–12 2 units
Animal Science is designed to teach technical knowledge and skills for careers in an animal production enterprise. Students develop competencies including selection, breeding, physiology, nutrition, health, housing, feeding, and marketing of farm and companion animals. Courses that complete this major include Agriscience and Technology, Small Animal Care, Introduction to Veterinary Science, and Food Processing.

Environmental & Natural Resources 562800CD
(LTC)
Grades 10–12 2 units
This course offers a combination of topics addressing conservation and/or improvement of natural resources such as air, soil, water, and land for economic and recreational purposes. Instruction emphasizes the establishment, management, and operation of land. Activities include constructing a model watershed, analyzing the biological and physical aspects of the environment, and measuring soil, air, water, noise and solid waste at a selected site. Paired with this course, Agriscience and Technology, Wildlife Management, Forestry, and Outdoor Recreation complete a major.

Forestry 564200CW
(GHS, LTC, PHS)
Grades 10–12 1 unit
This course is designed to teach technical knowledge and skills for entry-level positions in the production, protection and management of timber and specialty forest resources. Typical instructional activities include: hands-on experiences with assessing environmental factors affecting forest growth; cruising timber; planting trees; managing an established forest; selecting, grading and marketing forest raw materials for conversion into a variety of consumer goods; harvesting timber or pulpwood; operating and maintaining equipment; managing forests for multiple-purpose uses such as game preserves and recreation; participating in personal and community leadership development activities; and planning and implementing a relevant school-to-career transition experience.

Greenhouse Technology 567200CW
(GHS, PHS)
Grades 10–12 1 unit
This course teaches technical knowledge and skills for entry-level positions in the production, processing and distribution of flowers, foliage and related plant materials. The course focuses on best management practices in field and greenhouse production of flowers and related plant materials and the ornamental arrangement of plant materials.

Introduction to Horticulture 565000CW
(LTC)
Grades 10–12 1 unit
This course is an introduction to the Horticulture pathway and is recommended as a prerequisite for all horticulture courses. It includes content and practical experiences related to the culture of ornamental and aesthetic plants. Typical instructional activities include propagating, establishing, and maintaining nursery plants and greenhouse crops; tissue culture techniques; designing landscapes; preparing designs; sales analysis and management; leadership development activities; implementing a relevant school-to-work transition experience; and participating in FFA activities.

Introduction to Veterinary Science 561300CW
(LTC)
Grades 10–12 1 unit
This course offers students the opportunity to explore the field of veterinary medicine and study the role of the veterinarian and veterinary technician in the diagnosis and treatment of animal diseases. Topics include veterinary terminology, anatomy and physiology, pathology, genetics, handling and restraint, and physical examinations along with common surgical skills. Students engage in a variety of laboratory activities and participate in shadowing and/or other school-to-work experiences.

Landscape Technology 567000CW
(PHS)
Grades 10–12 1 unit
This course is designed to qualify students for job entry in the landscaping field or to prepare students to continue advanced training in post-secondary education. A combination of subject matter and activities is designed to teach technical knowledge and skills for entry-level positions in selling, selecting and servicing. Students use a CAD program as well as standard drafting techniques for landscape design.

Small Animal Care 561200CW
(LTC)
Grades 10–12 1 unit
The Small Animal Care course prepares students by teaching technical knowledge and skills to those interested in a career as a veterinarian, veterinary technician, or other companion animal industry occupations. Typical instructional activities include hands-on experiences with cats, dogs, rabbits, fish, etc.; personal and community leadership development activities; and a relevant school-to-work transition experience.

Turf and Lawn Management 565400CW
(LTC)
Grades 10–12 1 unit
This course is in the Horticulture pathway and is designed to teach the introductory principles of the turf grass industry. These include establishing and maintaining grassed areas for ornamental and/or recreational purposes. Instructional activities include analyzing problems and developing site plans for golf courses and commercial, church, and home lawns; fertilizing, irrigating, and pest management control; operating and maintaining machinery and equipment; participating in leadership development activities; implementing a relevant school-to-work transition experience; and participating in FFA activities. The instructor selects units of instruction based on a local needs assessment.

Wildlife Management 567400CW
(GHS, LTC, PHS)
Grades 10–12 1 unit
This course teaches technical knowledge and skills for entry-level positions in the conservation and/or management of wildlife enterprises. Instruction includes: hands-on experiences with analyzing problems and developing site plans, including the essential elements, concepts and skills related to wildlife management; understanding basic ecological concepts; implementing habitat management practices; identifying wildlife and fish species; analyzing policies, laws and regulations; using natural resources for outdoor recreation; participating in personal and community leadership development activities; and planning and implementing a relevant supervised agricultural experience.
**ARCHITECTURE AND CONSTRUCTION CLUSTER**

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<tr>
<th>Course</th>
<th>Code</th>
<th>Grade(s)</th>
<th>Units</th>
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<tbody>
<tr>
<td>Building Construction 1</td>
<td>606000CD</td>
<td>10–12</td>
<td>2</td>
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<td>(GHS, LTC, PHS)</td>
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<td><strong>Prerequisite:</strong> Building Construction 1</td>
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<td>This course is part of the instructional program that prepares students to perform entry-level building construction tasks under the direction of a supervisor or an experienced craftsman. Primary instruction is given in basic carpentry, masonry, residential electricity and plumbing and safety practices.</td>
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<td>Building Construction 2</td>
<td>606100CD</td>
<td>12, 11</td>
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<td><strong>Prerequisite:</strong> Building Construction 1</td>
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<td>This course provides in-depth instruction on floor systems, wall framing, roofing and brick masonry. Students learn to read and interpret blueprints, sketches and building plans. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry.</td>
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<tr>
<td>Carpentry 2</td>
<td>609200CD</td>
<td>12, 11</td>
<td>2</td>
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<td>(LTC)</td>
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<tr>
<td><strong>Prerequisite:</strong> Carpentry 1</td>
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<tr>
<td>This course teaches students to: read and interpret blueprints, sketches and building plans; frame carpentry; trim carpentry; cabinet making; roofing; painting; and drywall hanging. Practical work on residential structures is emphasized. Students build a 1,300-square-foot house. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry.</td>
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<tr>
<td>Cabinetmaking</td>
<td>608001CD</td>
<td>12, 11</td>
<td>2</td>
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<td>(LTC)</td>
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<td><strong>Prerequisite:</strong> Building Construction 2 or Carpentry 2</td>
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<td>This course introduces students to the fundamentals of cabinetmaking. Students learn how to apply veneers and plastic laminate on countertops and tabletops; cabinet making; roofing; painting; and drywall hanging. Practical work on residential structures is emphasized. Students build a 1,300-square-foot house. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry. Students participating in this program have the opportunity to enroll in the Association of General Contractors Apprenticeship Program, a nationally recognized certification program.</td>
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<tr>
<td>Mechanical Design</td>
<td>617200CW</td>
<td>9–11</td>
<td>1</td>
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<td><strong>Prerequisite:</strong> Building Construction 2 or Carpentry 2</td>
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<td>This course is designed to expand students’ knowledge of the skills needed to be involved in an engineering field. This class uses CAD software. Units of study include manual drafting equipment, geometric construction, single-view drawings, multi-view drawings, dimensioning, and isometric and oblique drawings.</td>
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<tr>
<td>Architectural Design 1</td>
<td>617000CW</td>
<td>9–11, 12</td>
<td>1</td>
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<tr>
<td>(GHS, LTC, RBHS, WKHS)</td>
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<tr>
<td><strong>Prerequisite:</strong> Architectural Design 1</td>
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<td>This course is a continuation of the concepts and skills learned in Architectural Design 1. Students use the BIM (Building Information Modeling) CAD 3D software program ArchiCAD and are introduced to Revit Architecture. Students design residential and commercial structures and produce a full set of construction drawings. Students also research a well-known Architectural landmark and build a model of their choice.</td>
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<tr>
<td>Architectural Design 2</td>
<td>617100CW</td>
<td>12, 10–11</td>
<td>1</td>
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<tr>
<td>(LTC, RBHS, WKHS)</td>
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<tr>
<td><strong>Prerequisite:</strong> Architectural Design 1</td>
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<td>This course introduces students to the fundamentals of design. Students study ‘green building’, the design process and all necessary disciplines (mechanical, electrical, plumbing, civil, and structural) to construct a building from start to finish. Students work in teams for most projects to design a functional building that could be used in today’s society. Field studies are also incorporated.</td>
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<tr>
<td>Architectural Design 3 Honors</td>
<td>529918HW</td>
<td>12, 11</td>
<td>1</td>
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<td>(LTC)</td>
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<td><strong>Prerequisite:</strong> Architectural Design 2</td>
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<tr>
<td>This course introduces students to the fundamentals of design. Students study ‘green building’, the design process and all necessary disciplines (mechanical, electrical, plumbing, civil, and structural) to construct a building from start to finish. Students work in teams for most projects to design a functional building that could be used in today’s society. Field studies are also incorporated.</td>
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<tr>
<td>Introduction to Construction</td>
<td>600100CW</td>
<td>9–11</td>
<td>1</td>
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<tr>
<td>(LTC)</td>
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<tr>
<td><strong>Prerequisite:</strong> Architectural Design 2</td>
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<td>This course begins the study of such topics as hand tools, power tools, safety in the workplace and blueprint reading. Students complete hands-on tasks as they work with hand tools and construct a working electrical board. Students with an interest in this class might pursue such jobs as a tradesman, journeyman, construction worker, foreman or general foreman, job superintendent, buyer, manager, contractor, to name just a few. The course also lays a good foundation for the engineering groups.</td>
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<tr>
<td>Project Management</td>
<td>TBD</td>
<td>12</td>
<td>1</td>
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<tr>
<td>(LTC)</td>
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<tr>
<td><strong>Prerequisite:</strong> Architectural Design 2</td>
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<td>The curriculum of this course is designed to introduce students to the process of initiating, planning, executing, monitoring, and closing projects. Assigned projects align with the standards of the prerequisite Career and Technical Education (CTE) courses that build up to this capstone course. Students become familiar with the nine essential areas of Project Management through hands-on, accountable, project-based learning. Students are responsible for managing a real world project under the supervision of their Career and Technical program instructor.</td>
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Electricity 1 628700CD (LTC) Grades 10–11, 12 2 units
This course begins the study of alternating current, electrical motors, grounding, conduit bending, cable trays, electrical services and electrical lighting. Students work with hand tools, power tools, blueprints and floor plans to construct a real house that is later sold to the public. The house must pass the building inspections process. Students participating in this program have the opportunity to enroll in the Association of General Contractors Apprenticeship Program. This is a nationally recognized certification program. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry.

Electricity 2 628800CD (LTC) Grades 12, 11 2 units
Prerequisites: Electricity 1
This course begins the study of alternating current, electrical motors, grounding, conduit bending, cable trays, electrical services and electrical lighting. Students work with hand tools, power tools, blueprints and floor plans to construct a real house that is later sold to the public. The house must pass the building inspections process. Students participating in this program have the opportunity to enroll in the Association of General Contractors Apprenticeship Program. This is a nationally recognized certification program. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry.

Manufacturing Cluster

Machine Technology 1 623000CD (LTC) Grades 10–11, 12 2 units
This course provides classroom instruction and lab experiences related to metalworking. It focuses on the operation of equipment such as the lathe, milling machine, grinders, drilling machines, precision measuring instruments and hand tools. Blueprint reading and math are important parts of the course. Students who register for this course should enjoy working with machines and making metal projects.

Machine Technology 2 623100CD (LTC) Grades 12, 11 2 units
Prerequisite: Machine Technology 1
This course includes advanced instruction machining metal. The course focuses on milling machines, boring and drilling, the use of surface grinders, vertical and horizontal boring and drilling machines, basic study of CNC equipment, job seeking, public relations and manufacturing facilities. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry. These school-to-career programs must have prior approval by the instructor and the district’s School-to-Career Coordinator. Students who complete this program may be eligible to exempt MTT 121 and 122 at Midlands Technical College and Aiken Technical College.

Welding Technology 1 634000CD (LTC) Grades 10–11, 12 2 units
This course focuses on the physical properties of metals as well as the testing of welded joints. Students learn oxyfuel and plasma cutting. They also study welding techniques (shielded metal arc, gas metal arc, gas tungsten arc and flux core arc). Students study safety issues, read blueprints and design projects.

Welding Technology 2 634100CD (LTC) Grades 12, 11 2 units
Prerequisite: Welding Technology 1
Welding 2 concentrates on the study of advanced cutting and welding techniques. Students fabricate projects from blueprints and design projects. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry.

Welding Technology 3 634200CD (LTC) Grade 12, 11 2 units
Prerequisites: Welding 2
Welding Technology 3 students continue to study advanced welding processes. Students weld in all positions using SMAW, GMAW, GTAW, and FCAW. Students weld on carbon steel, stainless, and aluminum. Students learn destructive testing methods as well as visual testing methods. Students in this class learn how to obtain welding certifications in the (3G) and (4G) positions. Students practice advanced cutting skills using Oxy-Fuel and Plasma cutting torches. Students fabricate projects from blueprints and weld them with multiple welding processes.

Science, Technology, Engineering and Mathematics Cluster

Engineering Sequence
The engineering sequence is comprised of four elective courses from the list below. Examples of majors can be found on the Focus on Engineering Majors chart in the General Information section of the course catalog. Additionally, students in the 11th grade may choose to enroll in specialized coursework and become a graduate of the Center for Advanced STEM Studies at Lexington Technology Center. More information on the center can be found in the Schools of the Future — Now! section of the catalog.

Introduction to Engineering 637000CW Grades 9, 10, 11 1 unit
This STEM course is a basic introduction to engineering for all students. Students who complete this course will learn the concepts necessary in order to develop their ideas into solutions that will improve our lives. Exciting hands-on learning activities like data comparison of heart rates, rating consumer products, descriptive testing and 3D solid modeling apply math, science, history and English content from other courses in a STEM experience.
Electronics for Engineers—Honors (LTC)

**Grades 11, 12** 1 unit

This Center for Advanced STEM Studies elective course focuses on applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to actual construction of circuits and devices. A major focus of this course is the introduction of PLC (Program Logic Controllers). These devices are the artificial intelligence used to operate over 100 manufacturing facilities in the greater Columbia area.

Green Methods Honors 609911HW

**Grades 10–12** 1 unit

This Center for Advanced STEM Studies elective course provides focuses on sustainability and renewable energy. It offers insight into decisions concerning renewable energy that occur daily at a personal, local, national and global level. A study of the “101 things we all need to know” is included as part of the focus on issues concerning food, shelter, water, air, energy, waste, transportation and consumerism.

Materials Science Honors 609912HW

**Grades 10–12** 1 unit

This Center for Advanced STEM Studies elective course features hands-on labs combining science, ingenuity, and creativity in a multidisciplinary approach to science and technology. Students learn about materials, materials uses and applications, scientific theories, and practical experiences that prepare them to work in a technologically-rich environment.

Mechanical Design ★ 617200CW

**Grades 9–11** 1 unit

This course is designed to expand students’ knowledge of the skills needed to be involved in an engineering field. This class uses CAD software. Units of study include manual drafting equipment, geometric construction, single-view drawings, multi-view drawings, dimensioning, and isometric and oblique drawings.

3D Solid Modeling 637100CW

**Grades 10–12** 1 unit

**Prerequisite:** Mechanical Design

Learning 3D design is an interactive process whereby ideas become reality. Since students learn best when they explore the practical applications of the concepts they learn, this STEM course has many activities and exercises that enable students to put design concepts into practice. Students create ideas such as artificial heart components, extreme sports equipment, hip replacement parts, robotic arm components, and musical instruments and their parts. Students will be eligible to become a Certified Solid Works Associate (CSWA).

**TRANSPORTATION, DISTRIBUTION AND LOGISTICS CLUSTER**

Auto Collision Repair Technology 1 (LTC)

**Grades 11, 10, 12** 2 units

**Medical Alert:** Students with asthmatic conditions should be aware of dust and fume concerns.

This course introduces the structure of the automobile and the use of all tools necessary for body panel repairs and refinishing. First-year students, focusing on basic repair skills, accomplish actual repair jobs. Hands-on skill development and production activities comprise three-fourths of the course with the remaining being spent in a formal classroom setting. Students participating in this program have the opportunity to become certified by ASE (Automotive Service Excellence) and in I-CAR (Inter-Industry Conference on Auto Collision Repair).

Auto Collision Repair Technology 2 (LTC)

**Grades 12, 11** 2 units

**Prerequisite:** Auto Collision Repair Technology 1

**Medical Alert:** Students with asthmatic conditions should be aware of dust and fume concerns.

This course allows students to study paint finishes and, after proper proficiency is displayed, paint automobiles. Students learn the basic fundamentals of MIG welding. The measuring, pulling and straightening of collision cars is studied. Students also become proficient at shop management and damage estimating. Students participating in this program have the opportunity to become certified by ASE (Automotive Service Excellence) and in I-CAR (Inter-Industry Conference on Auto Collision Repair). Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry.

Automotive Technology 1 (LTC)

**Grades 11, 10, 12** 2 units

This course teaches students to become proficient in the use of automotive fasteners, gaskets, sealants, liquids and fluids, writing work orders, tire and wheel services, and vehicle chassis lubrication. Students learn basic engine fundamentals, minor engine tune-ups and brake systems. Students need computer keyboarding skills to operate diagnostic equipment and access vehicle service manuals.

Automotive Technology 2 (LTC)

**Grades 12, 11** 2 units

**Prerequisite:** Automotive Technology 1

This course teaches theory and principles of major engine tune-ups. Actual work experience includes: batteries and starting systems; alternators and charging systems; computer command controls and electronics; ignition systems; fuel supply and emission control systems; exhaust, lubricating and cooling systems; and car body electrical and accessory systems. Students conduct: chassis and suspension system repairs and services; computerized wheel alignment; and differential and drive-axle assemblies and services. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry. Students who complete this program may be eligible to exempt AUT 105, AUT 106 and AUT 112 at Midlands Tech.
national health care foundations standards course is based on healthcenter21 curriculum and meets the foundation for further advancement in health science. the curriculum includes certification in cpr careers and future goals by participating in a job shadowing experience. the curriculum includes certification in cpr medical terminology and medical calculations. students apply and demonstrate data obtained from the skills. students apply and demonstrate professionalism, communication, the basics of healthcare information on where healthcare has been, where it is going, facilities and types of healthcare insurance. students gain professionalism, communication, the basics of healthcare medical terminology and medical math, infection control, healthcare history, careers, law and ethics, cultural diversity, field. during this course, students are introduced to health science 1 serves to prepare them to advance in all their success. the skills and knowledge the students learn and how professionalism and personal characteristics impact their success. the skills and knowledge the students learn in health science 1 serve to prepare them to advance in all health science experiences.

schooL of health science and human services

health science cluster

health science 1 555001cw
grade 9–12 1 unit
health science 1 is the first of four courses offered to students interested in pursuing a career in the healthcare field. during this course, students are introduced to healthcare history, careers, law and ethics, cultural diversity, medical terminology and medical math, infection control, professionalism, communication, the basics of healthcare facilities and types of healthcare insurance. students gain information on where healthcare has been, where it is going, and how professionalism and personal characteristics impact their success. the skills and knowledge the students learn in health science 1 serve to prepare them to advance in all health science experiences.

health science 2 555101cw
grade 10–12 1 unit
prerequisite: health science 1
recommended: grade of 80 or better in health science 1
health science 2 applies the knowledge and skills while further challenging the students to learn more detail about the field of healthcare. students begin learning basic skill sets associated with the medical profession and how to evaluate data obtained from the skills. students apply and demonstrate medical terminology and medical calculations. students in this course should further their knowledge of healthcare careers and future goals by participating in a job shadowing experience. the curriculum includes certification in cpr through the american heart association. this course provides a foundation for further advancement in health science. the course is based on healthcenter21 curriculum and meets the national health care foundations standards.

health science 3 555201cw
grade 11–12 1 unit
prerequisite: health science 2 or sports medicine 1
recommended: grade of 80 or better in health science 2 or sports medicine 1
health science 3 focuses on the human body. students gain knowledge of all human body systems and how they work (anatomy and physiology). this course emphasizes the study of disease, prevention and treatment (pathophysiology). students participate in teamwork activities for assigned projects. medical terminology is incorporated throughout the course. skills in health science 2 are reinforced as each body system is studied.

health science clinic study 556001hd
grade 12 2 units
prerequisite: health science 3 (health science 3 may be substituted with project lead the way human body systems, medical terminology, anatomy & physiology or ap biology), and completion of application for screening process.
requirement: documented negative tuberculin skin test annually or documented negative two-step. documentation verifying three hepatitis b vaccinations or signed declination; two measles, mumps, rubella vaccinations; two varicella (chicken pox) vaccinations or serological immune status for rubella, rubeola, mumps and varicella. students must provide transportation to health care facility.
recommended: grade of 80 or better in health science 3 or the substitution courses.
this course is designed to give students an opportunity to gain clinical experience. a combination of classroom instruction and work based experiences are used to prepare students for post-secondary education or employment in the health-care field.
students complete the development of their personal career portfolio and resume’. the students apply theory and skills to act ethically and within legal boundaries, communicate and relate to co-workers and patients, think critically and solve problems, and provide safe, effective care to patients in clinical areas such as hospitals, doctors’ offices and long term care facilities. recertification in american heart association cpr is included. students are given at least 80 hours of classroom instruction and 20 hours of laboratory time. the students access healthcenter 21 online programs for beginning instruction for preparation of laboratory skills. the curriculum is based on the national health care foundations standards. upon completion of this course, students may be eligible to take the nurse aide exam for certification. the nurse aide exam fees are the responsibility of the student.

pharmacology for medical careers 557001cw
(ltc, rbhs)
grades 11–12 1 unit
prerequisites: chemistry, algebra 2
pharmacology for medical careers is a program designed for students interested in a medical career. the course introduces students to basic terminology, medications and their actions, laws affecting medication prescription, medical calculations, and basic operations of a pharmacy. upon completion of this course, students may be able to take the national pharmacy technician certification board exam. students are required to purchase access to the internet based program. the pharmacy technician board exam fees are the responsibility of the student.
note: the cost of the national curriculum program used in this course is $250.
**Medical Terminology**  
Grades 11–12  
1 unit  
**Prerequisite:** Health Science 3 or Anatomy and Physiology  
Medical Terminology is designed to develop students’ working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots and abbreviations. By relating terms to body systems, students learn the appropriate use of terms that are used in the medical environment. Medical Terminology may be used as an exemption for Health Science 3.  
**Note:** Students are required to purchase the course workbook.

**Medical Terminology AHS 102**  
Grades 11–12  
1 unit  
**Prerequisite:** Biology 1  
A dual credit version of Medical Terminology (AHS 102 Midlands Technical College) is also available if student enrollment permits.

**Sports Medicine 1**  
Grades 10–12  
1 unit  
This course is an introduction for students interested in career opportunities available as athletic trainers, physical therapists and physicians in the sports medicine field. Students learn basic anatomy and physiology as it relates to principles of conditioning and the treatment of athletic injuries. Instruction also includes CPR, first aid and taping. General principles for the prevention, care and rehabilitation of injuries are emphasized during practicums.

**Sports Medicine 2**  
Grades 10–12  
1 unit  
**Prerequisite:** Sports Medicine 1  
This course is designed as 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 principles of conditioning and the treatment of athletic injuries. Students study both protective and supportive devices used in prevention and care of athletic injuries.

**Sports Medicine Clinical**  
(work-based credit)  
Grades 11–12  
1 unit  
**Prerequisite:** Sports Medicine 1 and 2, current CPR/AED certification  
This course emphasizes work-based experiences to prepare students for post-secondary education in the field of sports medicine and other allied health fields. The course combines instruction in the school’s athletic training facility with the certified athletic trainer(s) and a six-week (60 hours) work-based experience off campus with a sports medicine specialist(s) including but not limited to physicians, athletic trainers, physical therapists, occupational therapist, massage therapists, registered dietician, etc. Students must complete 180 hours of combined instruction. Students are evaluated using the grading criteria established for work-based credit courses. The internship application is on the district website (www.lexington1.net/wbl) and should be completed and submitted to the school’s career specialist.

**HUMAN SERVICES CLUSTER**

**Cosmetology 1 (LTC)**  
Grades 11  
4 units  
To become a cosmetologist, the State Board of Cosmetology requires students to pass a theory test and a practical test of skills. Students must complete Cosmetology 1 and 2 and Cosmetology 3 and 4, and pass the exam to receive a cosmetology license from the South Carolina Department of Labor, Licensing and Regulation Board. Personal appearance care service workers participate in continuing education and training at salons, cosmetology schools and product shows. Students assist individuals with their personal appearance including shampooing, cutting, coloring and styling hair. Students learn to give manicures, pedicures, scalp treatment, facials and makeup analyses. Students clean and style wigs and hairpieces.  
**Please note:** A rubric is utilized to determine students admitted to Cosmetology. Consumable supplies for this course range between $300 and $325. In addition, each Level 1 and 2 student must purchase a personal kit for approximately $400.

**Cosmetology 3 (LTC)**  
Grades 12  
4 units  
**Prerequisite:** Cosmetology 1 and 2  
Personal care services students continue an in-depth study of hairstyling, haircutting, chemical services, skin and nails. Cosmetology 3 and 4 provides preparation for passing the written and practical exam for the South Carolina license from the South Carolina Department of Labor, Licensing and Regulation Board. These courses are equal to nine months of private school training at a cost of $18,000–$22,000.

**SCHOOL OF PUBLIC SERVICES**

**LAW, PUBLIC SAFETY AND SECURITY CLUSTER**

**Firefighter 1 and 2**  
Lexington School District One’s objective is for students to graduate with workplace credentials in Firefighter 1 and 2. However, students enrolling in the first level class prior to their 16th birthday will not be able to complete both years of certification during high school. Lexington Technology Center recommends that initial enrollment in the firefighting program occur after the student’s 16th birthday. Students must meet external eligibility requirements and be accepted into the Lexington County Firefighting Explorers Post (LTC Chapter) in order to be eligible for firefighting certification.  
**Note:** Explorer Post eligibility and achievement are not required for completion of the Fire Management Services 1 and 2 courses for high school credit.

**Firefighter 1 (LTC)**  
Grades 11, 10  
2 Units  
This course is designed to take the student to the first level of firefighter as recognized by the National Fire Protection Association (NFPA) and the International Fire Service Accreditation Congress (IFSAC). Subjects include: building construction, ropes and knots, forcible entry, ventilation, water supply, salvage, overhaul, communications, fire prevention and public fire education. Upon successful completion of written and skills testing, the firefighter will receive international recognition as a Firefighter 1.
Firefighter 2  651300CD
(LTC)
Grades 12, 11  2 Units
Prerequisite: Firefighter 1
This course provides students with the knowledge and skills to meet the National Firefighter Standards. Topics include the following: radio communications and incident reports, pre-incident surveys, rescues and extrication tools, vehicle extraction and special rescues, hydrant flow and operability, hose tools and appliances, foam fire streams, fire detection, alarm and suppression systems, construction materials and building collapse, and fire cause and origin. The course introduces the Emergency Medical Services System and implementation of proper safety and infection control measures. Successful completion of written and performance testing is required to meet national firefighting certification.

Law Enforcement 1  651001CD
(LTC)
Grades 11, 10  2 units
This course includes an overview of the functions and history of law enforcement with emphasis on current laws that police officers must enforce. The study also includes the responsibilities of agencies involved in the administration of justice to include police organizations, court systems, correctional systems and juvenile justice agencies.

Law Enforcement 2  651101CD
(LTC)
Grades 12, 11  2 units
Prerequisite: Law Enforcement 1
This course enables students to experience academic and practical skills needed in the area of law enforcement. Units of study include crime scene investigation, self-defense tactics and DUI recognition.

JROTC

Aerospace Science
(LHS — open to GHS and RBHS)
Grades 9–12  1 unit each semester
Aerospace 1 — 375100CW
Prerequisite: All AFJROTC students must be enrolled voluntarily and participate in the full program to include taking AFJROTC academic courses, participate in the cadet corps, and wear the prescribed uniform. As the on-site Air Force representative, the Senior Aerospace Science Instructor (SASI) must approve all enrollments and ensure all students meet the minimum standards of conduct and personal appearance as required by the Air Force. In addition, students should be in good academic standing, have no chronic disciplinary problems or incidents, and a willingness to accept military training.

All cadets must meet medical and physical qualifications through a health-risk assessment and parent consent to participate. They must be capable of performing the President’s Physical Fitness Program. Participation in designated AFJROTC Unit activities is mandatory. AFJROTC cadets and parents are financially accountable for failing to return government issued uniform items.

Aerospace Leadership Seminar Honors — 375413HW
Prerequisite: Aerospace Honors: May only be taken once after satisfactory completion of three Aerospace units; Senior AS Instructor recommendation.

The following curriculum is rotated on a yearly basis:

A Journey Into Aviation History: This course focuses on the development of flight throughout the centuries. The emphasis is on civilian and military contributions to aviation, the development, modernization, and transformation of the Air Force. Major emphasis is placed on basic drill and ceremony, customs, and courtesies used by USAF military members. Included in the leadership education phase are wellness and the President’s Physical Fitness Program, Air Force tradition, character, and citizenship. Students are placed in positions of responsibility that directly contribute to the running of their Cadet Corps. Cadets are required to wear their uniform once a week and must meet proper Air Force grooming standards.

Science of Flight: This course is designed to acquaint the student with the aerospace environment, the human requirements of flight, and principles of navigation. Major emphasis is placed on basic drill and ceremony, customs and courtesies used by USAF military members. Included in the Leadership Education phase are wellness and the President’s Fitness Program, communication skills, personal awareness, and behaviors for becoming a capable and competent leader. Students are placed in positions of responsibility that directly contribute to the running of their Cadet Corps. Cadets are required to wear their uniform once a week and must meet proper Air Force grooming standards.

Survival: This course provides training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Major emphasis is placed on basic drill and ceremony, customs and courtesies used by USAF military members. Included in the Leadership Education phase are wellness and the President’s Fitness Program, life skills, financial planning, and career opportunities. Students are placed in positions of responsibility that directly contribute to the running of their Cadet Corps. Cadets are required to wear their uniform once a week and must meet proper Air Force grooming standards.

Cultural Studies: An Introduction to Global Awareness: This course introduces students to the world’s cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. Included in the Leadership Education phase are wellness the President’s Fitness Program, fundamentals of management, skills involved in planning and decision making, importance of the communication process, and the characteristics of a good leader. Students are placed in positions of responsibility that directly contribute to the running of their Cadet Corps. Cadets are required to wear their uniform once a week and must meet proper Air Force grooming standards.

Leadership Seminar: This course is only offered once a year in the spring for AS 5–8 students. The students must be recommended by the Senior Aerospace Science Instructor and must possess the qualities needed to serve in leadership positions within the corps. The course provides an in-depth study of the Air Force Officer Accession and Training Manual, Kenneth Blanchard Situational Leadership model, and guided discussions and case studies based on the movies Twelve O’clock High and The Great Raid. Included in the Leadership Education phase are wellness and physical fitness. Students are placed in positions of responsibility that directly contribute to the running of their Cadet Corps. Cadets are required to wear their uniform once a week and must meet proper Air Force grooming standards.
Naval Science 1  375102CW
(WKHS)  
Grades 9–12  1 unit

Prerequisites: All prospective cadets and parents/guardians must interview with the Senior Naval Science Instructor to be accepted into the Program. Students must meet medical and physical qualification through a health-risk assessment and pre-sports physical. They must be capable of performing physical fitness exercises that include push-ups, curl-ups, and training for 1.5 mile run. Cadets learn to drill with rifles. Cadets wear an issued uniform once a week and must meet proper uniform and grooming standards. There are graded personnel inspections. All non-NJROTC cadet transfers are assigned to Naval Science 1.

Participation in designated NJROTC Unit activities is mandatory. Naval Science 1 promotes patriotism, self-discipline, leadership, and basic government principles. Military drill and physical fitness training are an integrated part of learning teamwork. NJROTC physical education gear is also issued and mandated for wear. NJROTC cadets and parents are financially accountable for government issued uniforms and PT gear.

Naval Science 2  375202CW
(WKHS)  
Grades 10–12  1 unit

Prerequisites: Same as Naval Science 1, successful completion of Naval Science 1, Naval Science instructor recommendation

Naval Science 2 is designed to enhance the lessons learned in Naval Science 1. The course focuses on leadership, naval orientation, citizenship, Navy history, shipboard organization, naval weapons, meteorology, navigation and small-boat seamanship. Drill, team leadership and physical fitness training are included.

Naval Science 3  375302CW
(WKHS)  
Grades 11, 12  1 unit

Prerequisites: Same as Naval Science 1, completion of Naval Science 2 with a 3.0 or better, Naval Science instructor recommendation.

Naval Science 3 further enhances lessons learned in Naval Science 1 and Naval Science 2. More emphasis is placed on leadership and developing teamwork. New material covered includes sea power, military justice, astronony, naval operations, international law and the maneuvering board. Drill, leadership and physical fitness training are also included.

Naval Science 4 Honors  375400HW
(WKHS)  
Grade 12  1 unit

Prerequisites: Same as Naval Science 1, completion of Naval Science 3 with a 3.0 or better, Naval Science instructor recommendation.

Naval Science 4 is designed to build on the follower-ship and leadership lessons learned in Naval Science 1, 2 and 3. A more in-depth look at what leadership and responsibility are and how to enhance those skills is presented. The cadets in this class are generally the Company Leadership Corps. Drill, leadership and physical fitness training are also included.

Naval Leadership Seminar  375501CW
(WKHS)  
Grades 12  1 unit

Prerequisite: Satisfactory completion of Naval Science 4 and Naval Science Instructor recommendation.

Requirements: Meet NJROTC enrollment requirements, as well as, be physically and medically qualified. The students must be recommended by a Naval Science Instructor and must possess the qualities needed to serve in leadership positions within the Corps of Cadets. The course provides an in-depth study of Naval Officer leadership standards, leadership models, profiles, and critical thinking through guided discussions and case studies. Included in the Leadership Education phase are wellness and physical fitness. Students are placed in positions of responsibility that directly contribute to the running of their Cadet Corps. Cadets are required to wear their uniform once a week and must meet proper grooming standards.

ARMY JROTC

Leadership, Education and Training 1 (PHS)  375101CW
Grades 9–12  1 unit

This course provides an introduction to the modern-day military and civilian army communities, and to the tasks and capability of its personnel and units. Major emphasis is placed on customs and courtesies used by U.S. Army military members. The curriculum covers citizenship, leadership communications, cadet challenge (physical training), leadership lab (marching), first aid, map reading and marksmanship. Students are placed in positions of responsibility that directly contribute to the running of the Cadet Company. Cadets wear uniforms once a week and meet proper Army grooming standards. The Army JROTC program sponsors a Cadet Color Guard, Drill Team and Rifle Team that represent the school and community at many functions throughout the year. These teams also compete with other schools for school pride and trophies. This course can be taken instead of the physical education unit required for a diploma or as an elective credit.

Leadership, Education and Training 2 (PHS)  375201CW
Grades 10–12  1 unit

Prerequisite: Satisfactory completion of Leadership, Education and Training 1, recommendation of the Senior Army instructor

This course provides an opportunity to build on the skills that are learned in the first year of Army Junior ROTC. Leadership, Education and Training 2 provides more details about leadership situations so students are prepared for success both in and out of the classroom. Citizenship is still a major emphasis of the program. The curriculum includes subjects covering citizenship, leadership, communications, cadet challenge (physical training), leadership lab (marching), first aid, map reading and marksmanship. Students are placed in positions of increased responsibility that directly contribute to the running of the Cadet Company and training of other Cadets. Cadets wear their uniforms once a week and meet proper Army grooming standards. The Army JROTC program sponsors a Cadet Color Guard, Drill Team and Rifle Team that represent the school and community at many functions throughout the year. These teams also compete with other schools for school pride and trophies. This course can be taken as an elective credit.
Leadership, Education and Training 3 (PHS) 375301CW
Grades 11, 12  1 unit
Prerequisite: Satisfactory completion of Leadership, Education and Training 2, recommendation of the Senior Army instructor.
This course provides an opportunity to build on the skills that are learned in the first two years of JROTC. The third year of instruction involve students more as leaders, teachers and counselors within the cadet company. The curriculum includes a more in-depth study of techniques of communications, leadership, cadet challenge, first aid, map reading, citizenship, military history and career opportunities. Cadets wear their uniforms once a week and may participate in JROTC extracurricular programs such as the Rifle Team, Color Guard and Drill Team. These teams support the community and compete at the high school level with other schools. This course can be taken as an elective credit.

Leadership, Education and Training 4 (PHS) 375405CW
Grades 11, 12  1 unit
Prerequisite: Satisfactory completion of Leadership, Education and Training 3, recommendation of the Senior Army instructor.
This course builds on the skills and academic lessons learned during previous JROTC classes. Cadets have the opportunity to work on the cadet staff where they assist in the running of the cadet battalion. Cadets at this level are assigned to upper leadership positions. Citizenship, leadership, organizational skills and communications are the major emphasis for LETIV. Cadets wear their uniforms once a week and may participate in JROTC extracurricular programs such as the rifle, color guard and drill teams. These teams support the community and compete at the high school level with other schools. This course may be taken as an elective credit.

Leadership, Education and Training 5 (PHS) 375500CW
Grades 11, 12  1 unit
Prerequisite: Satisfactory completion of Leadership, Education and Training 4, recommendation of the Senior Army instructor.
The course builds on the attributes of citizenship and leadership concepts learned in previous JROTC classes. Students in this class are the role models and lead the junior cadets in learning the skills taught in earlier JROTC classes. Leadership, Education and Training 5 cadets are assigned to the top leadership positions and are responsible for developing a multimedia briefing for visitors and inspectors. Cadets wear their uniforms once a week and may participate in JROTC extracurricular programs such as the Rifle Team, Color Guard and Drill Team. These teams support our community and compete at the high school level with other schools. This course can be taken as an elective credit.

JROTC Leadership Honors (PHS) 375407HW
Grades 11, 12  1 unit
Prerequisite: Satisfactory completion of Leadership, Education and Training 5, recommendation of the Senior Army instructor.
This course is taken in conjunction with Leadership, Education and Training 5 during the same academic school year. The course continues to build on the attributes of citizenship and leadership concepts learned in the previous JROTC classes. Emphasis continues in the areas of being good role models and leading the junior cadets in learning the skills taught in earlier JROTC classes. The cadets teach basic JROTC classes and mentor junior cadets in the cadet battalion. Education and career opportunities beyond high school and the development of job interview skills are covered to help prepare cadets to enter the workplace. Cadets are assigned to top leadership positions. Cadets wear their uniforms once a week and may participate in JROTC extracurricular programs such as the rifle, color guard and drill teams. These teams support the community and compete at the high school level with other schools.
### 10 Point Grading Scale

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<td>Eighth grade</td>
<td>Select a high school course of study and a career cluster to explore and become familiar with college entrance requirements. Continue career exploration activities.</td>
<td>Work with parents, teachers and counselors to create an Individual Graduation Plan (IGP) to satisfy your career and educational goals. Get involved at school and in your community.</td>
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<td>Freshman year</td>
<td>Update your IGP and work to your academic potential. Continue career exploration activities.</td>
<td>Continue to work with parents, teachers, and counselors to refine your IGP. Try job shadowing. Stay involved in school and community activities.</td>
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<td>Sophomore year</td>
<td>Take PLAN and PSAT tests in the fall. Review results and modify IGP. Take academically challenging courses. Investigate summer enrichment programs.</td>
<td>Meet with your counselor to plan for college. Consider job shadowing. Check your guidance newsletters for summer opportunities and other valuable information.</td>
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<td>Junior year</td>
<td>Register to take the PSAT. Think about your reasons for going to college. Investigate possible career options and degree level required. Identify important factors in choosing a college.</td>
<td>Collect information from ED-OP DAY (Educational Opportunity Day). During ED-OP, students have the opportunity to talk with admissions counselors from South Carolina colleges and universities and some from out of state. Explore colleges and careers on SCOIS, DISCOVER and the Internet. Continue to focus on your schoolwork and to work with your parents, teachers and counselors.</td>
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<td>Junior year Fall</td>
<td>Register for the SAT, ACT, COMPASS or ASSET. List colleges considering and collect information. Investigate summer enrichment programs. Continue to work to highest academic potential and to be involved in school and community activities.</td>
<td>Prepare for and visit colleges. Continue collecting college and career information. Enroll in summer activities. Take some time to volunteer.</td>
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<td>Senior year Spring</td>
<td>Continue to take a full load of challenging courses. Compare the colleges on your list. Apply to your “choice” colleges. Register for the SAT, ACT, COMPASS or ASSET. Search for scholarship opportunities.</td>
<td>Participate in ED-OP Day and Financial Aid Night. Continue visiting colleges. Complete applications by early October. Check guidance newsletters for scholarship opportunities. Complete scholarship applications. Observe deadlines. Work closely with your counselor, parents and teachers to finalize your plans.</td>
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<td>Senior year Fall</td>
<td>Apply for financial aid in January or February. Continue to search for scholarship opportunities. Make your final college decision. Register for college housing.</td>
<td>Complete the Federal Application for Student Financial Aid (FASFA) after January 1. Complete scholarship applications. Complete final paperwork for college of choice.</td>
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### NCAA Core GPA/Test Score Index for 16 Core Courses

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To reach high school students beyond its residential enrollees, the South Carolina Governor's School of Science & Mathematics Accelerate program offers a live, virtual engineering education to students throughout the state. Educating talented students since 1988, GSSM tailors its Accelerate curriculum to students who receive an integrated set of courses that delivers superior science, engineering and math instruction, along with valuable communication skills in a dedicated English course. Accelerate provides students opportunities for collaboration, social engagement, and research that hinges on the program's model of integration, requiring networking across the disciplines and physical space.

Goals

- To re-engineer engineering education in SC, supporting our universities with top in-state students in their world-class engineering programs
- To provide a continuing source of engineering talent to statewide businesses
- To secure South Carolina's position as a leading STEM state
- To live out GSSM's commitment to delivering the best possible STEM education opportunities to the widest audience of SC students

Program Highlights

- The Accelerate program provides intense, advanced academic preparation and exposure to the real-world of engineering during 10th, 11th and 12th grades in high schools across South Carolina. Accelerate offers opportunities for success in engineering and other fields, opportunities to begin higher-level courses earlier, and opportunities to take a broader range of elective courses.
- Curriculum oversight is provided by our partner colleges, enhanced by engineering firms, taught by qualified faculty and supported by community educators and engineers.
- Accelerate includes significant emphasis on real-world, team-based projects carried out throughout the academic year, as well as through Saturday experiences and summer camps.
• Accelerate includes a first-summer “boot camp” at GSSM’s Hartsville campus followed by two, one-week summer experiences on colleges campuses, with the ultimate goal of having students enter into an industry internship prior to the start of college
• Accelerate curriculum stresses mastery of foundational tools of engineering, physics, calculus and chemistry and membership in a virtual community of like-minded students
• Extracurricular activities are designed to enhance engineering concepts with added emphasis on leadership, public speaking, communication and career planning

Curriculum Includes:

• Honors Pre-Calculus for Engineers
• Honors Pre-Engineering
• Calculus for Engineers I and II (AP Calculus AB)
• Calculus III (AP Calculus BC)
• Calculus IV (Multivariate Calculus)
• Chemistry 101 and 102 for Engineers
• Engineering 101 and 102
• English Composition 101 and 102
• Computer Science 101 and 102 for Engineers
• Honors Persuasive Literature & Communication
• Honors Senior Project

Students earn as many as 32 college credits. Course credits articulated through Florence-Darlington Tech.

Pilot Partner School Districts - 2014-15 School Year
Dorchester Two - Summerville High School
Greenville County - J.L. Mann High School
Horry County - Academy for Arts, Science, and Technology
Lexington One - Lexington Technology Center
Orangeburg Five - Orangeburg-Wilkinson High School, Bethune Bowman Middle High School and North Middle High School
Pickens County - D.W. Daniel High School
Richland One - W.J. Keenan High School

Future Partner Districts - Beginning Summer 2015
Berkeley County School District
Darlington County School District
Spartanburg School District Five
Spartanburg School District Six
Spartanburg School District Seven
Typical curriculum for a student qualifying for Honors Pre-Calculus in 10th grade.

Courses taught by qualified GSSM and university faculty:

**Honors Courses (blue)**

**Dual Enrollment Courses (green)**

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<td>Calculus for Engineers 2</td>
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<td>English Composition 1</td>
<td>English Composition 2</td>
<td>Honors Literature of Problem Solving</td>
<td>Honors Engineering a Better Society</td>
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Consult your Guidance Counselor for all other graduation requirements.

Prior to the beginning of 10th grade, students should complete Algebra II Honors

* Prior to the beginning of 11th grade, students should complete:
  - Biology I
  - Chemistry I
  - Geometry
  - English II

### Standard High School Graduation Requirements

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