

SCSL Digital Collections

High school course catalog 2023-2024

Item Type	Text
Publisher	South Carolina State Library
Rights	Copyright status determined to be in the public domain on April 27, 2020 by United States Supreme Court ruling (Georgia et al., Petitioners v. Public.Resource.Org, Inc. : 590 U.S.__(2020))
Download date	2024-10-05 05:33:41
Link to Item	https://dc.statelibrary.sc.gov/handle/10827/52305



**High School
Course Catalog
2023-2024**

South Carolina School for the Deaf and the Blind

Program of Studies 2023-2024

Jolene Madison, President

355 Cedar Springs Road
Spartanburg, SC 29302
Local: (864) 585-7711
1-888-447-2732

MISSION STATEMENT

To ensure that the individuals we serve realize maximum success through high quality educational programs, outreach services and partnerships.

VISION STATEMENT

To be the statewide leader in education and accessibility for individuals who are deaf, blind or sensory multi-disabled.

OUR VALUES

Education
Diversity
Accessibility
Teamwork
Partnerships

Relationships
Leadership
Character
Accountability
Independence

Applied Academic Center
Ms. Dee Stark, Director of CTE
355 Cedar Springs Road
Spartanburg, SC 29302
dstark@scsdb.org
(864) 577-7804

School for the Blind High School
Mrs. Valerie Feiling, Principal
355 Cedar Springs Road
Spartanburg, SC 29302
vfeiling@scsdb.org
(864) 577-7600

Cedar Springs Academy
Mrs. Sarah Davis, Principal
355 Cedar Springs Road
Spartanburg, SC 29302
sdavis@scsdb.org
(864) 577-7771

School for the Deaf High School
Mr. Keith VanFossen, Principal
355 Cedar Springs Road
Spartanburg, SC 29302
kvanfossen@scsdb.org
(864) 577-7743

The SC School for the Deaf and the Blind does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding nondiscrimination policies should be made to the Human Resources Manager, 355 Cedar Springs Rd, Spartanburg, SC 29302, (864) 577-7511. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1(800) 421-3481.

Table of Contents

Table of Contents	3
ACADEMIC PLANNING AND INFORMATION	4
Personal Pathways to Success	4
INDIVIDUAL GRADUATION PLANS	4
ADVISEMENT AND REGISTRATION	5
Course Schedule Information	7
SAMPLE CORE CHOICES	10
CURRICULUM FRAMEWORK FAQ	11
Career Clusters & Majors	12
Career Cluster: Architecture and Construction	14
Career Cluster: A/V Technology and Communication	15
Career Cluster: Education and Training	15
Career Cluster: Family and Consumer Sciences	16
Career Cluster: STEM/PLTW	16
Career Cluster: Transportation, Distribution and Logistics	17
Course Descriptions	18
ENGLISH COURSES	18
MATHEMATICS COURSES	19
SCIENCE COURSES	20
SOCIAL STUDIES COURSES	21
PHYSICAL EDUCATION	23
WORLD LANGUAGES	23
FINE ARTS	24
DRIVER'S EDUCATION	27
CAREER AND TECHNOLOGY EDUCATION (CATE)	28
8th Grade Offerings	28
High School Offerings	29

ACADEMIC PLANNING AND INFORMATION

EDUCATION AND ECONOMIC DEVELOPMENT ACT

Personal Pathways to Success

The Education and Economic Development Act (EEDA) vision is based on the idea of “Personal Pathways to Success” for all students. This system integrates academic and career-tech education increasing the opportunities that offers more and better ways for all students to succeed.

The legislation calls for districts to:

- Establish clusters of study and Individual Graduation Plans (IGP) for students.
- Require parental review and approval of IGP with student and counselor.
- Establish articulation agreements making K-16 education seamless.

INDIVIDUAL GRADUATION PLANS

The purpose of the Individual Graduation Plan (IGP) is to help students and parents explore educational and professional possibilities in order to make appropriate secondary and post-secondary decisions. The IGP serves as an adaptable road map through high school based on student interests and goals. The IGP should be designed to prepare the student for their next step, whether that step leads to the workforce, military, technical college or a four-year college.

The foundation of every IGP is the core curriculum of English, Math, Science and Social Studies. High school graduation and college entrance requirements, relative to post-secondary goals, are considered first in the planning process. This program of studies guide has curriculum templates for each career cluster and major. The templates serve as a tool for the planning process for student choices of core and elective offerings. Educational and career assessments, interest inventories, and transcripts are also valuable resources for students and parents as they map out their plan for high school coursework.

The IGP is part of the career planning process. 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 such as extracurricular sports and clubs.

Beginning in the eighth grade, parents must participate with their student and counselor in the IGP conference as required by the EEDA. Subsequent annual reviews of the IGP with students, parents and counselors will also be required until graduation.

It is the student and parent’s ultimate responsibility to research individual colleges of their choice for additional requirements.

[Return to Table of Contents](#)

ADVISEMENT AND REGISTRATION

During the Individual Graduation Plan conference between parents, students and counselors, students may begin planning for classes for the upcoming school year.

REQUIREMENTS FOR HIGH SCHOOL GRADUATION

<u>Subjects</u>	<u>Required Units</u>
English	4 units
Math	4 units
Science	3 units
US History & Constitution	1 unit
Government/Economics	1 unit
Other Social Studies Unit	1 unit
Physical Ed or JROTC	1 unit
Computer Science	1 unit
Career Tech. or Foreign Language	1 unit
Personal Finance	.5 unit
Electives	<u>6.5 units</u>
Total Units	24 Units*

REQUIREMENTS FOR HIGH SCHOOL CREDENTIAL

<u>Subjects</u>	<u>Required Units</u>
English	4 units
Math	4 units
Science	2 units
Social Studies	2 units
Physical Ed or JROTC	1 unit
Technology	1 unit
Employability Essentials	4 units
Personal Finance	.5 unit
Electives	<u>5.5 units</u>
Total Units	24 Units*

[Return to Table of Contents](#)

Core Courses for SCSDB Diploma Students

9th grade:

ELA: English I

Math: Foundations in Algebra

Science: Physical Science

SS:

PE or JROTC: PE 1

Comp: Fundamentals of Computing

Personal Finance (.5)

10th grade:

ELA: English II

Math: Intermediate Algebra

Science: Biology I

Other SS: World Geography or History

CATE course

Elective:

Elective:

11th grade:

ELA: English III

Math: Geometry

Science: Environmental Studies

SS: US/Gov't and Economics

Elective:

Elective:

Elective:

12th grade:

ELA: English IV

Math: Algebra 2 or Probability
& Statistics

Elective:

Elective:

Elective:

Elective:

Elective:

[Return to Table of Contents](#)

Core Courses for SCSDB Credential Students

9th grade:

ELA: Essentials English I

Math: Essentials Mathematics I

Emp: Employability Essentials I

Science: Essentials Science I (Biology)

PE or JROTC: PE 1

Comp: Fundamentals of Computing

Personal Finance (.5)

10th grade:

ELA: Essentials English II

Math: Essentials Mathematics II

Emp: Employability Essentials II

SS: Essential SS II (Government)

Elective:

Elective:

Elective:

11th grade:

ELA: Essentials English III

Math: Essentials Mathematics III

Emp: Employability Essentials III

Sci: Essentials Science II (Physical
Sci)

Elective:

Elective:

Elective:

12th grade:

ELA: Essentials English IV

Math: Essentials Mathematics IV

Emp: Employability Essentials IV

SS: Essential SS II (US History)

Elective:

Elective:

Elective:

[Return to Table of Contents](#)

Course Schedule Information

Course Selection and Schedule Changes

- A. All courses described in this book may not be offered every year. Courses are scheduled based on student requests, class size, and scheduling feasibility.
- B. Alternate courses should be Numbered 1-6 as favorites. If the electives chosen are not available, courses will be scheduled at the discretion of the principal.
- C. Schedule changes will be limited. The drop/add period will be the first 5 days for a semester long course. For a yearlong course it is the first 10 days of school.

Withdrawing From a Course

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

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course shall be assigned a WF, and the F (as a 59) will be calculated in the student's overall grade point average.

The three, five, and ten-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Withdrawal limitations for distance learning courses will be established by local districts.

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

- The student will receive a WP if he or she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he or she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 59.

If a student fails a course due to excessive absences, an FA will be recorded on his or her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 59.

[Return to Table of Contents](#)

Retaking a Course

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

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

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

Sequencing Courses

Only one grade level of English and math may be taken per school year. Principal's permission to take two in one year may be granted in order to allow a student who failed an English and math course to catch up with his class. This will be done on a space available basis.

Attendance

Attendance is critical to success in high school. By state law, a student must attend 170 out of 180 class days in order to be considered for credit. Students are required to continue attending classes even if credit has been denied. If a student fails a course due to excessive absences, an FA will be recorded on his or her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 51. Remember: Only 10 unlawful absences are allowed in a course.

End of Course Tests

The Education Accountability Act of 1998 requires end-of-course examinations in selected gateway or benchmark courses for grades nine through twelve. End-of-course examinations will be given when the student completes one of the following courses: Algebra I, Intermediate Algebra, English II, Biology I, and U.S. History and Constitution. The end-of-course exam will count 20% of the student's final grade in the course.

[Return to Table of Contents](#)

10 Point Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 – 0	F

South Carolina Assessments

South Carolina Act 155

Act 155 passed by the General Assembly and signed into law on 4/14/14, states in part “Beginning with the graduating class of 2015, students are no longer required to meet the exit examination requirements... to earn a South Carolina high school diploma.” Additionally, the law states in school years 2014-2015, 2015-2016, and 2016-2017, the department must administer a college readiness assessment and WorkKeys assessment to all students in grade eleven (the third year after entering ninth grade).

Career Assessment

WIN is an assessment that will be administered to all students their third year after entering ninth grade across the state of South Carolina. WIN assesses the three areas of Applied Mathematics, Reading for Information and Locating Information, as well as soft skills. WIN measures real world skills that employers believe are critical to job success.

[Return to Table of Contents](#)

SAMPLE CORE CHOICES

Required Core for Graduation	<i>For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.</i>			
	9	10	11	12
English Four Units	English I	English II	English III	English IV
Math Four Units	Foundations in Algebra	Intermediate Algebra	Geometry	Algebra II or Probability & Statistics
Science Three Units (Must include Biology)	Physical Science	Biology I	Environmental Studies	Chemistry
Social Studies Three Units (Must include Gov/Econ and US History)	US History	Modern World History	Government/Economics	
Additional State Requirements	Computer Science (one unit)	Physical Education/Health (half unit)	Foreign Language (1 unit)	CATE (1 unit)
	Personal Finance (half unit)	Art (half unit)	CATE (1 unit)	CATE (1 unit)
	PE (half unit)	CATE (1 unit)	Elective (1 unit)	Work Based Learning (1 Unit)
	Elective (1 unit)	Elective (1 unit)	Elective (1 unit)	Elective (1 unit)

[Return to Table of Contents](#)

CURRICULUM FRAMEWORK FAQ

What are our Schools of Study?

Schools of Study help to organize the curriculum into broad program areas that are inter-related in terms of academic content and career pathways. See the next page for the list of Schools of Study, Clusters, and Majors.

What is a career cluster?

A career cluster is an organizational “clustering” of common educational preparatory paths for students with similar goals, strengths, interests, and skills. Simply put, career clusters are a way of organizing and tailoring course work and work experience around specific groups of careers. Each cluster is designed to provide three exit points for students: to the workforce or military, to a two-year technical college or to a four-year college or university.

What is the purpose of career clusters? Clusters...

- 1) serve to focus student learning and course selection in the advisement process.
- 2) help students see the relevance of their high school studies to their next step (i.e. college or technical school, military, or work).
- 3) help create smaller learning communities within a large high school setting.
- 4) encourage curriculum integration at the school level.
- 5) help provide structure for the curriculum and advisement process.
- 6) enhance articulation with post-secondary institutions.

What is a major?

Each career cluster can have several career majors. Career majors involve at least four related units of study. Majors help students focus their elective courses around a more specific career path.

Cluster: Agriculture, Food, and Natural Resources

Majors: Horticulture, Plant and Animal Systems

When do students declare a cluster (or major)?

Beginning in the 8th grade, middle school students develop an IGP where they select a School of Study and potential Career Cluster. In the 9th grade, students revise their IGP and may select a major. Beginning in the 10th, students declare a major to focus their elective choices.

Can students change a school, cluster and/or major on their IGP?

Absolutely! Students can change a career major if they find that this is not in their area of interest. Students are never locked into a specific cluster or major. Successful completion of four of the required courses listed in the templates to follow constitutes a major.

Do all students have to declare a major?

According to the EEDA, all students are expected to declare a major by the end of the 10th grade. However, students are not required to complete a major for graduation.

[Return to Table of Contents](#)

Career Clusters & Majors

The current definition of a career cluster consists of a grouping of occupations and broad industries based on commonalities. Career clusters connect what students learn in school with the knowledge and skills they need for success in college and careers. Each career cluster identifies different pathways from secondary school to two- and four-year colleges, graduate school, and the workplace.

Career Clusters

Agricultural Education
Architecture and Construction
Arts, AV Technology and Communications
Biomedical Innovation Course Resume
Business Management and Administration
Education and Training Careers
Finance
Government and Public Administration
Health Science Education
Hospitality and Tourism
Human Services
Information Technology
Law, Public Safety, Corrections, and Security
Manufacturing
Marketing
Science, Technology, Engineering, and Mathematics
Transportation, Distribution, and Logistics



For more information about the Career Clusters,
please

click on this link:

<https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/career-clusters/>

or scan the QR Code to the left

[Return to Table of Contents](#)

SCSDB Career Clusters Offered at SCSDB

Agriculture, Food and Natural Resources

- Plant and Animal Systems

Architecture and Construction

- Carpentry

Arts, Audio-Video Technology and Communication

- Digital Art and Design
- **Graphic Communication – Not offered this school year**

Education and Training

- Early Childhood Education

Human Services/Family and Consumer Sciences

- Family Consumer Sciences
 - Food and Nutrition

Information Technology Programs

- Web and Digital Communications

Science Technology Engineering and Math (STEM)

- STEM

Transportation, Distribution and Logistics

- Power Equipment Technology

Arts, A/V & Technology

- Visual and Performing Art, General

Black = **CATE** Majors / 3-4 required courses

Blue = Open Majors / flexible courses / will not count for Career Readiness

[Return to Table of Contents](#)

Career Cluster: Agriculture, Food & Natural Resources

Major: Plant and Animal Systems

Plant and Animal Systems pathway professionals contribute to every phase of growing the plants and animals that we consume every day. They can be farmers, scientists who develop more efficient ways of producing and processing food, food brokers, veterinarians, or waste managers.

Required Courses for Major (Four Units Required)	Additional Course Selection Options
<ul style="list-style-type: none"> • Intro to Agriculture • Agricultural Science and Technology* • Small Animal Care* • Equine Science <p><i>(Required for Concentrator status*)</i></p>	<p>Ag., Food and Natural Resources Work-Based Learning</p>

Career Cluster: Architecture and Construction

Major: Carpentry

Carpentry courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work.

Required Courses for Major (Four Units Required)	Additional Course Selection Options
<ul style="list-style-type: none"> • Carpentry 1* • Carpentry 2* • Carpentry 3 • Carpentry 4 • Architecture & Construction Work-Based <p><i>(Required for Concentrator status*)</i></p>	<p>Intro. to Construction Architecture and Construction WBL</p>

[Return to Table of Contents](#)

Career Cluster: A/V Technology and Communication

Major: Digital Arts and Design

The Digital Art and Design program prepares students for a multitude of careers in the graphic design field. This program provides instruction in layout, computer design, electronic art, color enhancement, and digital photography. Students use design concepts, principles, and processes that meet client expectations using Adobe Creative Suite Software: Photoshop, Illustrator, and InDesign. Students will have the opportunity to attain Adobe Certified Associate certification.

Required Courses for Major (Four Units Required)	Additional Course Selection Options
<ul style="list-style-type: none"> • Digital Arts 1* • Digital Arts 2* • Digital Arts 3 • Digital Arts 4 <p><i>(Required for Concentrator status*)</i></p>	<ul style="list-style-type: none"> • Intro. to Graphic Communications • A/V, Technology and Communication Work-Based

Career Cluster: Education and Training

Major: Early Childhood Education

Knowledge and skills needed in professions related to early childhood development include listening respectfully and attentively to children, parents, and staff members to collect input concerning a child's development, child development in general, and current issues in the program or classroom. Individuals then communicate the often-complex issues surrounding early child care in ways that can be easily understood by creating an inviting atmosphere in which to work.

Required Courses for Major (Four Units Required)	Additional Course Selection Options
<ul style="list-style-type: none"> • Early Childhood Development 1* • Early Childhood Development 2* • Education and Training WBL <p><i>(Required for Concentrator status*)</i></p>	<ul style="list-style-type: none"> • Child Development 1 • Child Development 2 • Family and Consumer Sciences 1 • Family and Consumer Sciences 2 • Food and Nutrition 1 • Food and Nutrition 2

[Return to Table of Contents](#)

Career Cluster: Family and Consumer Sciences

Major: Family & Consumer Sciences/Human Sciences

Family and Community Science professionals are people-oriented. They know how to recognize concerns and assist individuals to make informed decisions about their needs. They work with many different community resources to gain a broad awareness of available help, to research and use state and local social service providers to expand their resource base, and to communicate with a family to gain family support.

Required Courses for Major (Three Units Required)	Additional Course Selection Options
<ul style="list-style-type: none"> • Family and Consumer Science 1* • Family and Consumer Science 2* • Foods and Nutrition 1 • Foods and Nutrition 2 • Food Science 1 • Family and Consumer Science WBL <p><i>(Required for Concentrator status*)</i></p>	<ul style="list-style-type: none"> • Child Development 1 • Child Development 2 • Personal Finance

Career Cluster: STEM/PLTW

Major: STEM

These are contextual-based courses that introduce the students to the core fundamental concepts of science and technology through authentic projects. Through these projects students will develop and understanding of the relationship between the physical, biological and social work.

Required Courses for Major (Three Units Required)	Additional Course Selection Options
<ul style="list-style-type: none"> • The Science of Nature and Tech 1* • The Science of Nature and Tech 2* • The Science of Nature and Tech 3 • The Science of Nature and Tech 4 and /or STEM Work-Based <p><i>(Required for Concentrator status*)</i></p>	<ul style="list-style-type: none"> • PLTW – Intro to Engineering Design • PLTW – Principals of Engineering • PLTW – Engineering Design and Development

[Return to Table of Contents](#)

Career Cluster: Transportation, Distribution and Logistics

Major: Power Equipment Technology

The Power Equipment Technology program is designed to prepare students to perform entry-level maintenance and repair tasks under the supervision of an experienced technician. Students receive training on small internal combustion engines used on portable equipment such as lawn mowers, chain saws, rotary tillers, motorcycles, pumps, compressors, and small outboard engines. The training includes locating and solving problems, using specialized test equipment, overhauling the basic engine, and repairing or replacing engine systems.

Required Courses for Major (Four Units Required)	Additional Course Selection Options
<ul style="list-style-type: none"> • Power Equipment Technology 1* • Power Equipment Technology 2* • Power Equipment Technology 3 • Power Equipment Technology 4 • Transportation, Distribution, and Logistics Work-Based <p><i>(Required for Concentrator status*)</i></p>	

Currently Not Offered:

Career Cluster: A/V Technology and Communication

Major: Graphic Communications

Graphic Communication is designed to introduce students to an overview of the graphic communications industry, printing processes, print production, and digital prepress, work ethic, and health and safety. Using the Adobe suite software, students will develop skills to design and print products to be used in print production. Students will also have hands-on opportunities integrating technology following industry practices.

Required Courses for Major (Four Units Required)	Additional Course Selection Options
<ul style="list-style-type: none"> • Graphic Communications 1* • Graphic Communications 2* • Graphic Communications 3 • Graphic Communications 4 • A/V, Technology and Communication Work-Based <p><i>(Required for Concentrator status*)</i></p>	<ul style="list-style-type: none"> • Intro. to Graphic Communications

[Return to Table of Contents](#)

Course Descriptions

ENGLISH COURSES

Students are expected to take English each year in high school.

English I **302400CW**

Grade: 9

English I equips students with the foundational knowledge and skills needed to successfully address future high school level English language arts coursework while also preparing students for college and career. Students are provided opportunities to develop inquiry, reading, writing, and communication knowledge and skills by exploring a balance of classical works and contemporary writings placing emphasis on American authors while highlighting select writers from around the world. Instruction and study are addressed through a variety of informational texts and literary genres such as novels, short stories, poetry, dramas, and literary nonfiction.

English II **302500CW**

Grade: 10

English II continues to prepare students for future high school level English language arts coursework, college, and career. Students are provided opportunities to expand upon inquiry, reading, writing, and communication knowledge and skills by exploring a balance of classical works and contemporary writings which emphasize global perspectives through highlighting diverse cultures from around the world including America. Instruction and study are addressed through a variety of informational texts and literary genres such as novels, short stories, poetry, dramas, and literary nonfiction.

Every English II student is required to take the English 2 End-of-Course exam provided by the SC State Department of Education. The exam counts 20 percent of each student's final grade

English III **302600CW**

Grade: 11

English III builds upon prior English language arts knowledge and skills while furthering college and career readiness. Students are provided opportunities to improve knowledge and skills related to inquiry, reading, writing, and communication by exploring the history of America through a sequential study of American literature from the birth of the nation to the present. Instruction and study are addressed through a variety of informational texts and literary genres such as novels, short stories, poetry, dramas, and literary nonfiction.

English IV **302700CW**

Grade: 12

Prerequisite: English III or Principal's approval

Prerequisite: English III or Principal's approval

English IV hones students' English language arts knowledge and skills to reinforce college and career readiness. Students are provided opportunities to refine knowledge and skills related to inquiry, reading, writing, and

[Return to Table of Contents](#)

communication by exploring the history of the United Kingdom through a sequential study of British literature from the Old English era to the present. Instruction and study are addressed through a variety of informational texts and literary genres such as novels, short stories, poetry, dramas, and literary nonfiction.

MATHEMATICS COURSES

Students are expected to take Mathematics each year in high school.

Foundations in Algebra

411600CW

Grade: 9

Prerequisite: None

Foundations in Algebra is the first in a two-course sequence which equips students with the foundational algebra, data analysis, probability, and statistical knowledge and skills needed to successfully address future high school mathematics coursework while also preparing students for college and career. Students are provided opportunities to improve upon conceptual understandings and procedural fluencies related to algebra, probability, and statistics including the real number system, algebraic expressions, linear equations and inequalities, functions, bivariate data, probability concepts, and statistical scatterplots. Students will also develop foundational level knowledge and skills related to quadratic and exponential functions.

Intermediate Algebra

411700CW

Grade: 10

Intermediate Algebra is the second on a two-course sequence which continues to prepare students for future high school mathematics coursework, college, and career. Students are provided opportunities to expand upon conceptual understandings and procedural fluencies related to algebra including linear, quadratic, and exponential expressions; equations; inequalities; and functions. Students will also develop a foundational understanding of complex numbers, rational and radical equations, arithmetic and geometric sequences, and polynomials. **Every Intermediate Algebra student is required to take the Algebra 1 End-of-Course exam provided by the SC State Department of Education. The exam counts 20 percent of each student's final grade**

Geometry

412200CW

Grade: 11

Prerequisite: Algebra 1 or Intermediate Algebra

Geometry builds upon prior geometric knowledge and skills developed in middle school and algebraic, data analysis, and statistical knowledge and skills developed in previous high school mathematics courses while furthering college and career readiness. Students are provided opportunities to improve upon conceptual understandings and procedural fluencies related to geometry, algebra, and statistics including geometric theorems, 2-D and 3-D figures, similarity and congruence, measurement and dimension, algebraic equations, and data displays. Students will also develop a foundational understanding of geometric proofs and trigonometry.

[Return to Table of Contents](#)

Algebra 2

411500CW

Grade: 12

Prerequisite: Geometry

Algebra 2 hones students' algebraic knowledge and skills to reinforce college and career readiness. Students are provided opportunities to refine conceptual understandings and procedural fluencies related to algebra by further exploring linear, quadratic, and exponential expressions, equations, inequalities, and functions; complex numbers; rational and radical equations, arithmetic and geometric sequences, and polynomials. **If a student is planning to attend a 4-year college, Algebra 2 is a required course.**

Probability and Statistics

414100CW

Grade: 12

Prerequisite: Geometry

Probability and Statistics hones students' data analysis, probability, and statistical knowledge and skills to reinforce college and career readiness. Students are provided opportunities to refine conceptual understandings and procedural fluencies related to probability and statistics by further exploring data displays including statistical scatterplots, probability concepts, and bivariate data while expanding knowledge to include interpreting data, making inferences, drawing conclusions, conditional probability, theoretical and experimental probability, and statistical experiments and observational studies.

SCIENCE COURSES

Physical Science

321100CW

Grade: 9, 10

Physical Science builds upon students' prior knowledge and skills related to physical science and engineering, technology, and applications of science while also preparing students for college and career. Students are provided opportunities to further develop conceptual and procedural knowledge by exploring a balance of chemistry and physics topics including scientific inquiry, atoms, matter, chemical reactions and compounds, force and motion, energy, and mechanical and electromagnetic waves. Instruction and study are addressed through actively engaging students in science and engineering practices and applying crosscutting concepts to deepen understanding of disciplinary core ideas.

Biology 1

322100CW

Unit Credit 1 – Laboratory Science

Grade: 10, 11

Biology 1 builds upon students' prior knowledge and skills related to physical science; life science; and engineering, technology, and applications of science while also preparing students for college and career. Students are provided opportunities to expand upon conceptual and procedural knowledge with an emphasis on life science including understanding structures and processes of organisms, ecosystems, heredity, and biological evolution. Instruction and study are addressed through actively engaging students in science and

[Return to Table of Contents](#)

engineering practices and applying crosscutting concepts to deepen understanding of disciplinary core ideas. **Every Biology 1 student is required to take the Biology 1 End-of-Course exam provided by the SC State Department of Education. The exam counts 20 percent of each student's final grade.**

Chemistry and Lab

326100CW

Unit Credit 1 – Laboratory Science

Grade: 10, 11

Chemistry builds upon students' prior knowledge and skills related to physical science and engineering, technology, and applications of science while also preparing students for college and career. Students are provided opportunities to expand upon conceptual and procedural knowledge with an emphasis on physical science including understanding structures and properties of matter, motion, stability, energy, and waves. Instruction and study are addressed through actively engaging students in science and engineering practices and applying crosscutting concepts to deepen understanding of disciplinary core ideas.

Environmental Studies

326100CW

Unit Credit 1 – Laboratory Science

Grade: 11, 12

Environmental Studies builds upon students' prior knowledge and skills related to Earth and space science; life science; physical science; and engineering, technology, and applications of science while also preparing students for college and career. Students are provided opportunities to further develop conceptual and procedural knowledge by emphasizing ecological topics including how humans and other organisms affect and are affected by their environments while exploring environmental issues through biological, economical, and political lenses. Instruction and study are addressed through actively engaging students in science and engineering practices and applying crosscutting concepts to deepen understanding of disciplinary core ideas.

SOCIAL STUDIES COURSES

United States History

332000CW

Grade: 9

United State History and the Constitution builds upon students' prior knowledge and skills related to history, geography, economics, and civics and government while also preparing students for college and career. Students are provided opportunities to further develop knowledge and skills by exploring US history including the foundations of American republicanism (1607 – 1815), expansion and union (1803 – 1877), capitalism and reform (1862 – 1924), modernism and interventionism (1893 – 1945), and the legacy of the cold war (1945 – present). Instruction and study are addressed through six themes: American culture and identity; capitalism and technological innovation; expansion, regionalism, and union; founding principles and political institutions; migration and mobility; and natural rights and social development which provide a basis for students to understand each US citizen has the opportunity to create change by engaging in civic participation. **Every United**

[Return to Table of Contents](#)

States History and the Constitution student is required to take the US History and the Constitution End-of-Course exam provided by the SC State Department of Education. The exam counts 20 percent of each student’s final grade.

World History (DHS only)

336000CW

Grade: 10 or 12

Modern World History builds upon students’ prior knowledge and skills related to history, geography, economics, and civics and government while also preparing students for college and career. Students are provided opportunities to further develop knowledge and skills by exploring world history from 1300 to present including the emergence of the modern world (1300 – 1500); commerce, innovation, and expansion (1450 – 1815); nationalism and industrialization (1815 – 1918); the world power struggle (1885 – 1950); and integration (1933 – present). Instruction and study are addressed through six themes: cultural development and interaction; economic systems and interaction; foundations of government and state building; global citizenship; the human experience; and innovation, revolution, and change which provide a basis for students to develop a global perspective.

**Government
Economics**

**333000CH
335000CH**

Grade: 11

Economics and Personal Finance is taught in a single semester typical during the second semester of a student’s ninth grade year. Upon completion of the course the student will earn 0.5 Carnegie unit towards graduation. Economics and Personal Finance builds upon students’ prior knowledge and skills related to economics while also preparing students for college and career. Students are provided opportunities to further develop knowledge and skills by exploring economic thinking including fundamental economic concepts at an individual, business, and governmental level, financial literacy at an individual level, and the basic principles of microeconomics and macroeconomics. Instruction and study are addressed through three themes: exchange and markets, indicators and policy making, and the role of incentives which provide a basis for students to develop the skills necessary to live and thrive financially in the 21st century and participate in society as active and informed decision-makers.

[Return to Table of Contents](#)

PHYSICAL EDUCATION

1 credit of PE or JROTC is required for graduation.

Physical Education 1

344100CW

Grade: 9

These courses are activity-based classes offering basic instruction in sports. There is a daily emphasis on physical exercise and the student is required to dress in PE uniforms.

Physical Education 2 (semester course)

344201CH

This course will be an in-depth study of team sports. Skills, team strategies and rules of basketball, volleyball, soccer, softball, and football will be studied. Students will also research the origin and evolution of each sport. Students will participate in every sport, growing in an understanding and appreciation of the skill, strategy, and history of each sport. This course is an elective physical education course

Physical Education 2 (semester course)

344202CH

This course will be an exploration of the lifetime benefits and participation in the skills of leisure games, including ping pong, badminton, tennis, and golf. Students will grow in the understanding of these activities and participate in performing the skills necessary to promote lifelong physical activity and enthusiasm for each one. This course is an elective physical education course.

WORLD LANGUAGES

American Sign Language 1

368100CW

This course explores of the fundamentals of the use of American Sign Language. Deaf Culture, Deaf Literature, and Deaf Storytelling will be key components of this course.

American Sign Language 2

368200CW

Prerequisite: Approval of Instructor

This course explores of the fundamentals of the use of American Sign Language. Deaf Studies will be key components of this course.

American Sign Language 3

368300CW

Prerequisite: Approval of Instructor

This course explores of the fundamentals of the use of American Sign Language. Deaf Literature and Literacy will be key components of this course.

French 1, 2, 3, & 4 – Online Virtual School

Spanish 1, 2, 3, & 4 – Online Virtual School

[Return to Table of Contents](#)

FINE ARTS

ART 1

350100CW

Art 1 is a beginning level course focusing on fundamentals of Art. The first part is devoted to building drawing skills and sight skills. During the second part, students will use skills learned earlier to explore different art media. Drawing, painting, printmaking, collage and sculpture are the major art forms covered in this course. The course serves as a prerequisite to Art 2, Watercolor, Printmaking, and Sculpture. Students will keep a notebook/sketchbook and have homework assignments.

ART 2

350200CWT

The Art 2 curriculum is based on SC Visual Arts Standards and focuses on 5 major areas of study: Drawing, Painting, Ceramics, Printmaking, and Art History. *Creative Expression*- Students will develop and expand visual arts knowledge of media, techniques, and processes in order to communicate and express ideas creatively. Students will be able to understand and apply media, techniques and processes; using knowledge of structures and functions such as elements and principles of design; choosing and evaluating a range of subject matter, symbols and ideas; understanding the visual arts in relation to history and cultures; reflecting upon and assessing the merits of their work and the work of others; and making connections between visual arts and other disciplines.

PHOTOGRAPHY 1

456600CW

This introductory level course explores photography as a fine art medium and develops skills necessary for basic camera and lab operations. Proper compositional skills as well as history of photography will be investigated. This course requires an 85 or higher in Art 1, but no prior knowledge or experience in photography.

ART: PAINTING 1 (semester course)

352500CH

Painting students delve into various aspects of color theory and focus on applying and improving their painting skills. Water-based painting media such as watercolor and acrylics are the primary media utilized through a variety of assignments and projects. Students are required to maintain a sketchbook.

ART: PRINTMAKING 1 (semester course)

457100CH

This class is a study of printmaking concepts designed for the serious art student. It will focus on printmaking methods including relief, intaglio, serigraphy, monotypes and mono-prints.

ART APPRECIATION 1 (semester course)

351100CH

Grade: 11, 12

This course is designed to give students a basic understand and appreciation for Art. It is presented as a semester-long high school semester course. Observe and evaluate a work of art using description, analysis, interpretation, and judgment.

[Return to Table of Contents](#)

ART: DRAWING 1 (semester course)**352100CH**

Grade: 11, 12

This course is primarily focused on improving the student's drawing skills while introducing new techniques and media. Students will develop skills in using various pencils, colored pencils, pen and ink, collage and mixed media. Realism, abstraction, and non-objective approaches will be explored. Topics include still life, linear perspective, and portraits. Assigned visual problems are designed to encourage a creative response, but emphasis is placed on skill building in basic drawing techniques. Students are required to purchase basic drawing supplies from a list provided, including graphite drawing pencils, colored pencils, erasers, etc.

GENERAL MUSIC - 7th/8th grade**256100CW**

Students will experience music in vocal, instrumental, and digital genres from around the world. Students will have opportunities to perform and create music. Students will learn appropriate terminology for describing, critiquing, and connecting music to other disciplines and content areas through a variety of listening opportunities and attending performances.

GENERAL MUSIC - 9th grade**356000CW**

Students will experience music in vocal, instrumental, and digital genres from around the world. Students will have opportunities to perform and create music. Students will learn appropriate terminology for describing, critiquing, and connecting music to other disciplines and content areas through a variety of listening opportunities and attending performances.

CHORUS – 9th – 12th grades**354100CW - 354400CW**

Students will cultivate good singing technique through preparing and performing a broad spectrum of choral music appropriate to the size and strengths of the ensemble. Students will develop skills in basic music reading and simple composition. Students will learn appropriate terminology for describing, critiquing, and connecting music to other disciplines and content areas through a variety of listening opportunities and attending performances.

MUSIC COMPOSITION**357000CH**

Using appropriate notation and digital workstation software, students will create acoustic and digital works for a variety of instruments and voices in a variety of forms and processes. Students will also discuss aspects of music business, including copyright, publishing, and dissemination.

MUSIC TECHNOLOGY**458500CH**

Using digital and analog tools for recording, composition, notation, and sound manipulation, students will construct musical works, mix and transform music and other sounds, and synchronize music to films. Students will also discuss aspects of music business, including copyright, publishing, and dissemination.

[Return to Table of Contents](#)

MUSIC THEORY (Composition and Songwriting) 458600CW

Students will study how to read music in either print or Braille and use appropriate tools for notating music. They will identify and construct scales, modes, and chords and identify formal structures. Students will learn how to apply theory to compositional and performance choices.

WORLD MUSIC 458400CH

Students will experience music in vocal, instrumental, and digital genres from around the world, studying the cultures in which that music is situated and examining the influences of geography, history, language, and sociology on the music itself. Students will learn appropriate terminology for describing music of different cultures, and they will connect music to other disciplines and content areas.

CREATIVE WRITING 303200CW

Students will explore the writing process through several genres of short-form literature, including genres such as descriptive and biographical sketches, poetry, dramatic scenes, short stories, persuasive writing, and journaling. Students will learn how to plan, draft, edit, and share their works. *Prerequisite: English I.*

**THEATER – MS/HS
252100CW/452100CW**

Students will learn theatre terminology and participate in preparing and performing scenes and/or plays appropriate to the size and strengths of the ensemble. Students will experience performances via field trips and/or classroom viewing with audio description. Students will discuss general theatre topics including acting, movement, design, and technical aspect. This course will also address blind-specific topics of audio description and compensatory strategies for blind performers and audience members. *(Blind School only)*

CHORUS 1 354100CW

Grade: 9, 10, 11, 12

Prerequisite: Audition

This class is designed for the beginning choir student. A variety of styles will be performed. Special emphasis will be placed on vocal production and reading music notation, including sight singing. Repertoire for the developing voice will be provided.

PERCUSSION 458300CW

Grade: 11, 12

Prerequisite: Audition

This course is designed for students with an interest in the performance of Caribbean Steel Drums. The ability to read and notate music is necessary. Participation in Introduction to World Percussion suggested. Students will experience various world cultures through an in-depth examination and evaluation of musical traditions influenced by culture, political, geographical, historical, and social trends. Permission of the instructor and audition required. After-school rehearsals should be expected.

[Return to Table of Contents](#)

DRIVER'S EDUCATION

SC DRIVER PERMIT PREPARATION (semester course)

3799040H

Prerequisite: Must be 15 years old or older

This course is organized on a semester basis and is designed to prepare students to take and pass the SC Driver's Permit in accordance with student ability.

DRIVER EDUCATION (semester course)

370100CH

Prerequisite: **Must have a South Carolina Driver's Permit**

This course is organized on a semester basis and includes a minimum of 30 classroom hours of instruction and six hours of behind-the-wheel driving. The behind-the-wheel training will parallel the student's ability.

[Return to Table of Contents](#)

CAREER AND TECHNOLOGY EDUCATION (CATE)

**Courses noted with an asterisk meet the SC computer science requirement for graduation.*

8th Grade Offerings

INTRODUCTION TO CAREER CLUSTERS

28300000

Grade: 8th grade (semester course)

Introduction to Career Clusters is designed to provide middle schools with a course in which students are introduced to career possibilities in the sixteen national career clusters adopted by the South Carolina Department of Education. Students will have an opportunity to explore job tasks and career opportunities in each cluster while identifying pathways from high school to post-secondary education and the workplace. Students will learn skills needed for success in college and careers with relevance to academic standards. This course is exposure to help each student gain an understanding of careers in order to assist in the development of an initial Individual Graduation Plan (IGP) in the 8th grade.

FUNDAMENTALS OF COMPUTING

(grade 7 for ½ high school credit)

502800CH

(grade 8 for ½ high school credit)

502900CH

Fundamentals of Computing is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem solving skills to implement projects that are relevant to students' lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Students will also be introduced to computing careers and will examine societal and ethical issues of computing.

[Return to Table of Contents](#)

High School Offerings

Agriculture Food and Natural Resources

Agricultural Science and Technology

562400CW

The Agricultural Science and Technology course teaches essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety and agricultural mechanical technology are included as part of the instructional program. Each student is required to design and participate in a supervised agricultural experience.

Small Animal Care

561200CW

Prerequisite: Agriculture Science and Technology

The Small Animal Care course is designed to teach technical knowledge and skills for occupations in the pet industry or the companion animal industry. Skills also relate to the veterinarian or the veterinarian technician career field.

Equine Science

567900CW

Equine Science teaches essential concepts and provides practical experience related to the care taking and production of horses. Instruction emphasizes knowledge and understanding of the importance of maintaining, selecting, and managing horses. Basic methods and safety techniques are included in this course. Typical instructional activities include hands-on experiences in saddling, bridling, grooming, and judging horses; feeding and health techniques; and housing design.

Agriculture Work Based Learning

569000CW

Prerequisite: 3 courses in Plant and Animal Science

Architecture and Construction

Carpentry 1

609100CW

Carpentry 2

609200CW

Carpentry 3

609300CW

Carpentry 4

609400CW

Carpentry courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work. Carpentry courses may also include career exploration, good work habits, and employability skills.

[Return to Table of Contents](#)

Architecture and Construction WBL

669000CW

Prerequisite: 3 courses in Architecture and Construction

Art, Audio-Video Technology and Communications

The ever changing and global technological advancements offer newer and broader opportunities in the creative industry. The Digital Art and Design program prepares students for a multitude of careers in the graphic design field. This program provides instruction in layout, computer design, electronic art, color enhancement, and digital photography. Students use design concepts, principles, and processes that meet client expectations using Adobe Creative Suite Software: Photoshop, Illustrator, and InDesign. Students will have the opportunity to attain Adobe Certified Associate certification. Career development and employability skills are the foundation of all career and technical education. Students will compile their works for inclusion in a portfolio, for use in this program of study, the workforce, or postsecondary education.

Digital Art and Design 1

612000CW

This is a beginner class to help students learn how to use keyboard, trackpad and mouse with the monitor. This will help students to learn how to organize folders and documents their progress in class. Students will learn how to draw on the computer using Adobe software. This class does not require an art background to create digital artwork. The teacher will guide each step along the way.

Digital Art and Design 2

612100CW

This class focuses on Digital Photography. Students will learn how to use digital cameras and Photoshop to manipulate images on the computer. This will help students to learn how to organize folders and documents their progress in class. Students will learn how to change pictures on the computer with the assistance of the instructor.

Digital Art and Design 3

612200CW

This class will help students to understand the depth of typography. Students will learn to create publications materials such as business cards, holiday/birthday cards, brochure, posters and flyers. Creating marketing materials will also be covered by learning how to set up templates and composition on the computer.

Digital Art and Design 4

612300CW

The fourth course prepares students for the world of work. The lab will provide students with the opportunity to learn how to set up professional relationships with customers. The student will get to create publication materials with the assistance from the teacher. Students will follow through protocols on proofing work prior to production. The students will have the opportunity to work with outside organizations such as the SCSSB Alumni Association and other Non-Profit groups in the community.

Digital Art and Design WBL

529000CW

Prerequisite: 3 courses in Digital Arts and Design

[Return to Table of Contents](#)

Education and Training/Family and Consumer Sciences

Early Childhood Education 1

570000CW

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

Early Childhood Education 2

570100CW

Early Childhood Education 2 is an advanced course focusing on the competencies needed to plan, guide, and care for young children in a safe, healthy, and developmentally appropriate environment. Students can acquire certification in pediatric safety, cardiopulmonary resuscitation (CPR), and first aid. Students interact with professionals in the field and participate in various work-based learning activities. Student laboratory/field experiences may be school based or in the community and include job shadowing and internships.

Child Development 1

580000CW

Child Development 1 focuses on the physical, social, emotional, and cognitive growth and development of children. Emphasis is placed on helping students acquire knowledge and skills essential to the care and guidance of children. Students learn to create environments that promote optimal development. Factors influencing a child's development from conception through childhood are explored. Opportunities for service and project-based learning are incorporated throughout the course.

Child Development 2

580100CW

Child Development 2 is a specialized course that provides students with knowledge and skills related to children's growth and development. Students are equipped to develop positive relationships with children and effective care giving skills. Emphasis is on promoting the well-being and healthy development of children and strengthening families in a diverse society. Opportunities to investigate careers related to the care and education of children are provided. Observations, job shadowing, and service-learning experiences are encouraged. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, and communications.

Education and Training WBL

639000CW

Prerequisite: 2 courses in Education and Training

Family and Consumer Science 1

580800CW

Family and Consumer Sciences 1 is a comprehensive course designed to provide students with the core knowledge and skills needed to manage their lives. Project based instruction provides students with opportunities to utilize higher order thinking, communication, and leadership skills impacting families and communities. Concepts incorporate interpersonal relationships, career, community, and family connections, family, nutrition and wellness, consumer and

[Return to Table of Contents](#)

family resources, fashion and apparel, food production and service, parenting, and housing into a rigorous and relevant curriculum. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Family and Consumer Sciences 2

905800CW

Family and Consumer Sciences 2 is a comprehensive course designed to build upon concepts learned in Family and Consumer Sciences 1. Units covered in this course are career, community, and family connections; consumer services; education and early childhood facilities management and maintenance; family and community services, food production and services, food science, dietetics, and nutrition; hospitality, tourism, and recreation; interpersonal relationships; interiors and furnishings; and textiles. Students will explore career pathways in Family and Consumer Sciences. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Foods and Nutrition 1

582400CW

Students enrolled in Foods and Nutrition 1 will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, preparation techniques, table service and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. *The ServSafe® Food Handlers certification provides increased marketability for students seeking employment.*

Foods and Nutrition 2

582500CW

Prerequisite: Foods and Nutrition 1

Students enrolled in Foods and Nutrition 2 will experience an advanced program designed to provide a more in-depth knowledge of USDA guidelines, government involvement in food regulations, factors that affect consumer purchases and exploration of foods and nutrition related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. *The ServSafe® Food Handlers and Pre-Assessment and Certification (Pre-PAC) Nutrition Food and Wellness certifications provide increased marketability.*

Nutrition and Wellness

575900CW

Nutrition and Wellness is designed for all students. This course examines the relationship between nutrition, physical performance, and overall wellness. Students will learn how to choose nutritious foods for healthy lifestyles and peak performance. Health and disease prevention through nutrition, physical activity, and wellness practices are essential components of the course. ServSafe® Food Handlers and Pre-Assessment and Certification (Pre-PAC) Nutrition Food and Wellness certifications provide increased marketability. Integration of the Family and Consumer Sciences co-curricular student

[Return to Table of Contents](#)

organization, Family, Career and Community Leaders of America (FCCLA), greatly enhances the curriculum.

Family and Consumer Science WBL

589000CW

Prerequisite: 2 courses in Family and Consumer Science

Information Technology Pathway

Fundamentals of Computing

Grade: 8 Part 1/ Part 2 (Earns HS credit).

502800CH/502900CH

Grade: 9 and above

502300CW

This course is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem-solving skills to implement projects that are relevant to their lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Additionally, students will be introduced to computing careers and will examine societal and ethical issues of computing. ***This course will count for the Computer Science graduation credit.***

Discovering Computer Science

506100CW

Discovering Computer Science students will discover introductory computer science topics with emphasis on computational thinking and problem solving. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will create their own websites, apps, and games.

SCIENCE, TECHNOLOGY, ENGINEERING & MATH

This program is designed to explore career opportunities in the Science, Technology, Engineering and Math Fields. Students receive training on 3d printers, laser printers, CNC machines, lathes, and other various pieces of equipment. The training includes solving problems, design techniques, using specialized equipment.

Industrial Technology Education (Exploratory) 1, 2

604000CW

604100CW

Industrial Technology Education provides the essential core of technological knowledge and skills to become technology literate citizens. Standards are organized into five categories: The Nature of Technology, Technology and Society, Design, Abilities for a Technological World, and the Designed World and are presented in grade bands.

[Return to Table of Contents](#)

The Science of Nature and Technology 1:**614000CW**

This is a contextual-based course that introduces students to the core fundamental concepts of science and technology through authentic projects. Through these projects, students will develop an understanding of the relationship between the physical, biological and social world. Students will gain an understanding of the differences between science and technology, and learn that technology is a process for applying science. Students will develop a deeper understanding of scientific inquiry and the engineering design process when solving real-world problems. Students will experience the interaction of science, technology, engineering, math and literacy through a problem-based learning environment. Finally, the process will require students to use mathematics to analyze costs, develop budgets and make precise measurements to successfully implement project goals.

The Science of Nature and Technology 2:**614200CW**

Prerequisite: Innovations in Science & Technology 1

This course will examine the past, present and future impact of science and technology on culture, society and the environment. Students will explore how their predecessors worked to solve some problems that still exist today, and examine the potential of using modern technology to solve those problems. From these explorations, students will engage in a variety of hands-on design projects that will address tradeoffs, optimization, interconnectivity and the nature of complex systems.

PLTW-Introduction to Engineering Design (IED)**605100CW**

Students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and document their work in an engineering notebook.

PLTW-Engineering Design and Development (EDD)**605400CW**

The knowledge and skills students acquire on the “Pathway to Engineering” come together in EDD as they identify and issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards. Completing EDD prepares students to be ready to take on any post-secondary program or career.

STEM Internship, WBL**689000CW**

Prerequisites: 2 courses in STEM/PLTW

[Return to Table of Contents](#)

Transportation, Distribution, and Logistics

This program is designed to prepare students to perform entry-level maintenance and repair tasks under the supervision of an experienced technician. Students receive training on small internal combustion engines used on portable equipment such as lawn mowers, chain saws, rotary tillers, motorcycles, pumps, compressors, and small boats. The training includes locating and solving problems, using specialized test equipment, winterizing the basic engine, and repairing or replacing engine systems.

Power Equipment 1 630000CW

During the first course in this program students will learn the work safety practices potentially earning the OSHA 10-hr Safety Certification, identifying the operation of internal combustion engine systems, demonstrating skills in the servicing, repair, and maintenance of: the fuel system, the exhaust system, engine starters, and lawn and garden equipment repairs

Power Equipment 2 630100CW

Prerequisite: Power Equipment 1

During the second course in this program students will build on prior knowledge by disassembly and inspection of multiple types of small engines.

Power Equipment 3 630200CW

Prerequisite: Power Equipment 2

During the third course in this program students will start job shadowing/mentorship experiences in small engine repairs in a real-world setting. Practicing employability skills and building their knowledge of power equipment service, repair, and maintenance.

Power Equipment 4 630300CW

Prerequisite: Power Equipment 3

During the fourth course in this program students will work to be gainfully employed in internships and work-based learning opportunities in the field of power equipment and small engine service, repair, and maintenance.

Transportation, Distribution, and Logistics WBL 679000CW

[Return to Table of Contents](#)