



**Welcome to our School!**

The faculty and staff welcome you and encourage you to use this curriculum guide to plan for your Freshman year. Registering for classes is your first opportunity to make the right decisions, so please consider carefully which courses you will select. We want you to have a positive high school experience, and we look forward to working with you as you begin your high school career.

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**Planning Your Education**

Your school provides this course curriculum guide as a means of assisting students and parents in planning their high school course of study. Consideration should be given to planning the entire four year program with specific outcomes in mind. Is the student planning on attending a two or four-year college? Is the student planning to enter the military or the work force upon graduation? The successful student will plan based on goals that he and his parents establish upon completion of high school. Therefore, students are encouraged to carefully select courses during the registration process. Your school's guidance counselors and teachers stand ready to assist them. Parents are invited and encouraged to actively participate by assisting their student.

Classes are scheduled based upon student requests. However, due to schedule conflicts and changes in course offerings, the staff cannot guarantee that students will be scheduled for all courses they request. Therefore, it is very important that students list alternatives in case of class conflicts. In addition, be aware that the school builds a master schedule and employs teachers based on students' requests; therefore, schedule changes after the deadline will only be considered on a very limited basis. Students should see their guidance counselor for a list of the schedule change requests that will be honored and the deadline by which these requests must be submitted.

**Online Registration**

Online Registration was implemented in 2004. It allows parents and students to request related arts courses for the next school year from home via the Internet. Families who do not have access to the Internet will be given opportunities to use school computers to register online. Parents and students should understand that requesting a related arts course through online registration does not guarantee that the student is placed in the course the next school year. Final placement in a course is dependent upon enrollment, scheduling feasibility, and teacher allocation. Schools will post the courses that they will be offering the next school year in a course curriculum guide which will be located on the school's website. Parents without Internet access at home will receive a printed copy of the course curriculum guide by request. The window for students to select related arts courses online is posted by the school on the school's website and in parent newsletters. Schools will provide instructions on accessing the online registration tool.

## State Diploma Requirements

**English** – 4 Units

**Math** – 4 Units

**Science** – 3 Units

**US History** – 1 Unit

**Economics** – ½ Unit

**Government** – ½ Unit

**Other Social Studies** – 1 Unit

**Physical Education or ROTC** – 1 Unit

**Computer Science** – 1 Unit

**Foreign Language or Occupational Specialty** – 1 Unit

**Electives** – 7 Units

**Exit Examination**

Students must also pass the South Carolina adopted High School Assessment Program test which is administered beginning in the 10<sup>th</sup> grade.

## Unit Requirements for Grade Advancement

**24 Units of Credit are required to obtain a SC High School Diploma.**

**Grade 9**

Successful completion of eighth grade

**Grade 10**

5 units (must include English 1, one unit of mathematics and three other units)

**Grade 11**

11 units (must include English 1 and 2, two units of mathematics, one science, and six other units)

**Grade 12**

17 units (must include English 1, 2, and 3, three units of mathematics, two units of science, and nine other units)

## IGPs, Career Clusters and Personal Pathways to Success

The South Carolina Education and Economic Development Act (EEDA) requires school districts to develop a curriculum organized around the career cluster system—16 career clusters, schools of study, and majors. In the organization of the district curriculum around the career cluster system, Greenville County Schools divided the 16 career clusters into five schools of study. These five schools of study include School of Arts, Media, & Communication; School of Business, Marketing & Information Systems; School of Engineering, Manufacturing & Environmental Sciences; School of Health Science; and School of Public and Human Services. Under each school of study a student will find related career clusters. The career clusters are then broken down into academic focus areas (majors) that students may choose based on interests and skills.

Personal Pathways to Success is the name given to this reorganization of the curriculum which is designed to help students take control of planning for their futures. Personal Pathways to Success provides the solid mix of academic and technical skills students need to compete in the global economy. It gives students a reason to achieve in school by connecting success in school with success in life. It maintains South Carolina's core academic requirements while opening up pathways to success for students no matter where they lead – to two-year colleges, four-year colleges or universities, the military, or directly into the workforce. Students, parents, and counselors work together to develop Individual Graduation Plans (IGP) that specify a student's cluster, academic focus (major), post-secondary goals, planned high school activities, and planned out-of-class activities. The Individual Graduation Plan (IGP) is a document that states the student's intentions related to courses that are taken during high school. **The IGP is initiated in the 8th grade with the choice of a cluster area. When the IGP is updated in the 10th grade, the student will select an academic focus (major) within their cluster of choice.** The courses that are taken are determined by the student's interests. It can be modified over time as interests and skills develop or change. The IGP is like a road map to the future: if the student stays on course, the student will reach the destination – graduation – with all the courses, skills and experience needed to take his education or career to the next level. Each year the student, parents/guardians, and counselors will review and update the plans for the coming year. Switching clusters or majors is okay -- as the high school years progress and the student learns more about his interests and skills there are bound to be changes in choice of coursework. It is just as important for a student to learn what he doesn't like as it is for him to learn what he does like. Just remember: This is a road map to the future.

The following link provides more information on Personal Pathways to Success: <http://www.greenville.k12.sc.us/district/schools/eeda/index.asp>

## Uniform Grading Scale

The following conversion table will be used to determine GPR and rank in class.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	Dual Credit AP/IB
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.50	5.00	5.50
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.00	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0-61	F	0	0	0
61	FA	0	0	0
61	WF	0	0	0
--	WP	0	0	0

\*Credit for a course will be awarded for a grade of 70 or above. A score of 69 or below will result in no credit for that course.

Grade point ratios will be figured uniformly in all schools using the following formula. The formula will yield each student's GPR which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

## College Admission Requirements

Usually college admissions requirements are far beyond the minimum requirements for high school graduation. Students who plan to attend college should consult catalogs of colleges to assure that they are choosing the right courses. Colleges also look at the GPA and class rank as well as College Entrance Exam scores such as the SAT or ACT for admission.

Since the fall of 1988, public senior colleges and universities in South Carolina have required that applicants for freshmen admission (who graduated from high school in 1988 or subsequent years) must have completed certain high school courses before being admitted. The required courses include the following:

**FOUR UNITS OF ENGLISH:** 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 I, II, III and IV will meet this criterion.

**FOUR UNITS OF MATHEMATICS:** These include **Algebra I** (for which **Applied Mathematics I and II** may count together as a substitute, if a student successfully completes **Algebra II**), **Algebra II**, and **Geometry**. A **fourth higher-level mathematics course** should be selected from among **Algebra III/trigonometry, precalculus, calculus, statistics, or discrete mathematics or a capstone mathematics course and should be taken during the senior year.**

**THREE UNITS OF LABORATORY SCIENCE:** 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**. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is **not** a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a **prerequisite** to the three required units of laboratory science outlined in this section. **It is also strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.**

### TWO UNITS OF THE SAME FOREIGN LANGUAGE

**THREE UNITS OF SOCIAL SCIENCE:** One unit of **U.S. History** is required; a half unit of **Economics** and a half unit in **Government** are strongly recommended.

**ONE UNIT OF FINE ARTS:** One unit in Appreciation of, History of, or Performance in one of the fine arts.

**ELECTIVE:** One unit must be taken as an elective. A college preparatory course in **Computer Science** (i.e. involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in **English, fine arts, foreign 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.**

### ONE UNIT OF PHYSICAL EDUCATION OR ROTC

## Guidelines for Courses

State Dept. of Education regulations and Greenville County Schools Board of Trustee policies/rules that relate to high school course offerings offer the following guidance:

- Students are not allowed to take the same course twice. The only exception is if the student has earned a D or an F in that course. If the student chooses to retake such a course, he must do so within a year. The student's transcript will reflect all courses taken and the grades earned.
- Students taking courses for a Carnegie unit prior to their ninth grade year may retake any course regardless of grade earned. In this 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 retaken grade earned is higher or lower.
- Courses that include students who are part of a team, club, or organization must be open to all other students who meet the prerequisites and who want to benefit from the content and skills taught.
- Carnegie units are not to be awarded for extracurricular activities or preparation for interscholastic competition such as band competition practice, football practice, cheerleading practice, dance team rehearsals, forensic tournament rehearsal or student council activity.
- Students are not allowed to earn a Carnegie unit for being a teacher's aide with the exception of the science lab assistant and the media center specialist's assistant.
- Study halls are not permitted in Greenville County Schools.
- Schools offering courses in Service Learning and/or other work-based, credit-bearing instructional experiences such as Internship or Cooperatives are to abide by all rules governing those experiences and courses. Students must attend class a minimum of one day per week if they are engaged in their work-based projects outside the school. Insurance forms, attendance logs, and performance evaluation documentation must be on file at the school. Teachers of these courses are required to make site visits and to keep appropriate documentation on each student.
- An honors course must have a published syllabus that verifies rigor that is sufficiently beyond the college prep requirements.
- Honors-level texts and other course materials must be differentiated and more rigorous than those used in the college prep courses.
- Honors-level courses may be offered in English, math, science, and social studies. Additionally, honors weighting may be designated in other content areas for the third and fourth level of the courses provided the standards above are met. Honors weighting may not be designated in any physical education or ROTC course.
- In elective areas, third and fourth level courses must contain the prerequisite of the first and second level of the course - by state recommendation.
- **Teacher recommendation** means that a teacher recommends a course as a future path for that student. The appropriate content-area teacher is designated in the prerequisite.
- **Instructor approval** means that the teacher who is actually teaching the course must approve of that student's placement in the course.
- Specific instances demanding an exception to the grade level requirement for a course must be addressed by the appropriate Teaching and Learning consultant.
- Students and parents who disagree with a recommendation made by a teacher may choose to complete a "Parent Override Request" and set up a conference with the teacher who made the placement. The form is available through the guidance office at the school.
- Curriculum Guide Key:
  - AP – Advanced Placement Level Course
  - IB – International Baccalaureate Course
  - CP – College Preparatory Course
  - H – Honors Level Course

## Career Center Program

Greenville County Schools has four career centers which provide the students an opportunity to study and prepare for the career of their choice. Students attend the career center for either a one-year or two-year program in the field of their choice. Programs include, but are not limited to, automotive technology, web design, early childhood education, culinary arts, health science technology, welding, automotive collision repair, carpentry/building construction, drafting, marketing, criminal justice, and agricultural education. Students attend the career center for either three hours in the morning or three hours in the afternoon after receiving their core academic courses at the home-based high school. Students are also provided the opportunity to gain practical work experience while at the career center through various work-based experiences, including but not limited to, co-operative education, internships, and shadowing. The faculty at the career center is made up of individuals who have extensive work experience in the field they teach, as well as teaching experience. Courses at the career center each award two units of credit per semester, and many of the courses are dual credit. In dual credit courses, students receive both high school credit and college credit from Greenville Technical College. For more information on courses available at a particular career center, students can check the website of the career center or call the career center.

Donaldson Career Center: <http://www.greenville.k12.sc.us/donaldsn/>

Enoree Career Center: <http://www.greenville.k12.sc.us/enoree/index.asp>

Golden Strip Career Center: <http://www.greenville.k12.sc.us/gstripcc/>

J. Harley Bonds Career Center: <http://www.greenville.k12.sc.us/bonds/>

## Registering for a Career Center Course

All students who wish to register for a Career Center program are to contact either their school's counselor or a counselor at the Career Center to receive instructions on completing the application process.

## Fine Arts Center Program

The Fine Arts Center of Greenville County, the first specialized arts school in South Carolina, was established in August of 1974. The Center serves students from 14 district schools, from private, charter and homes schools, and students from outside Greenville County who pay a yearly tuition to attend. The purpose of the Fine Arts Center is to provide advanced comprehensive arts instruction to students who are artistically talented and who wish to take an intensive pre-professional program of study. Students who apply to the Fine Arts Center are selected on the basis of talent, motivation and commitment to their discipline, as indicated by academic records, a teacher recommendation and an audition/interview. Students who are interested in applying should contact either their school's counselor or the Fine Arts Center counselor to receive instructions on completing the application process. Students attend the Fine Arts Center five days a week in the morning or afternoon for 110 minutes of instruction, spending the remainder of their time in academic studies at the home high school. Curricula are rigorous and fast-paced and most are equivalent to college level courses. The faculty are highly trained and widely experienced. The students are studying with active and successful artists who practice what they teach in the classroom – performing, designing, assembling, photographing, filming, writing, researching, publishing, and exhibiting. Each year approximately 300 students attend the Fine Arts Center, and of that number, many go on to receive honors, awards, and scholarships. <http://www.fineartscenter.net/>

**Mauldin High School**  
**2012-2013**  
**9th Grade Course Offerings**

Welcome to registration for the 2012-2013 school year. We hope you find this information helpful as you register for classes for your freshman year in high school!

**Registration Guidelines**

All freshmen must sign-up for a total of 7 units. Students must take one unit of English, one unit of math, one unit of science, and one unit of social studies. Most students take the required unit of physical education (or NJROTC 1 which satisfies the one unit physical education requirement for graduation). Students then choose two units worth of electives and three alternates. All courses listed below equal one unit unless noted by (1/2) which equals a half unit credit.

**English**

English 1 CP  
English 1 Honors  
English 2 Honors

**Mathematics**

Algebra 1 Part A  
Algebra 1 CP  
Algebra 1 Honors  
Geometry Honors  
Algebra 2 Honors

**Science**

Applied Biology 1 (will not count for college admissions)  
Biology 1 CP  
Biology 1 Honors

**Social Studies**

Global Studies 1 CP  
Global Studies 1 Honors  
AP Human Geography (Advanced Placement - College Level Work)

**World Languages and ESOL**

French 1 CP  
French 2 CP  
French 3 CP  
French 3 Honors  
Spanish 1 CP  
Spanish 2 CP  
Spanish 2 CP Advanced (CP GPA weighting)  
Spanish 3 CP  
Spanish 3 Honors  
ESOL 1

**Special Education - Resource**

Tutorial 1  
Tutorial 5 (if 2 classes needed)

**Special Education - Occupational**

(Occupational Program Students must select each course below)  
Occupational English 1 (English)  
Occupational Math 1 (Math)  
Occupational Science 1 (Science)  
Career Prep 1 (Social Studies)  
Self Advocacy 1 (Elective)

**Physical Education**

Physical Education 1

NJROTC 1 - (students who sign-up for this course must attend a special orientation meeting and sign a letter of commitment to remain in the class once scheduled.)

**Electives**

Art 1

Chorus 1

Drama 1

Music Appreciation

Orchestra Strings 1 (see strings teacher to enter recommendation)

Symphonic Band 1 (see band teacher to enter recommendation)

Broadcast Journalism 1

Journalism 1

Speech and Debate 1

Advertising

Digital Desktop Publishing (must have earned 1/2 unit of keyboarding or be declared KP)

(satisfies computer science requirement for graduation)

Industrial Tech 1

Intro to Engineering (satisfies computer science requirement for graduation)

Integrated Computer Applications (must have earned 1/2 unit of keyboarding or be declared KP)

(satisfies computer science requirement for graduation)

Marketing

Personal Finance

Sports Marketing and Entertainment

**Semester Electives Below Must Be Selected in Pairs as Listed**

Keyboarding 1/2 unit (1st semester)

Computer Applications 1/2 unit (2nd semester)

Law Education 1/2 unit (1st semester)

Current World Issues 1/2 unit (2nd semester)

Comp Health Education 1/2 unit (1st semester)

Family Health 1/2 unit (2nd semester)

## Special Education Curriculum: Occupational Diploma Program

The Greenville County Occupational Diploma framework is composed of instructional strands and content standards incorporated in the core curriculum areas listed below.

**Occupational English**

**Occupational Math**

**Career Preparation (Social Studies)**

**Occupational Science**

The instructional strands are broad descriptors that delineate areas of study in each discipline. Content standards are the narrower, more specific competency statements from which a teacher will develop instructional objectives and select appropriate instructional activities to assist students to acquire essential competencies. The content standards are intended to include competencies that are essential for students to master throughout their school program in order to prepare for transition to community living when they exit the public school system.

### COURSE DESCRIPTIONS

**Occupational English** delineates life centered academic content standards necessary for achieving reading, writing, and language competency in the workplace and in community life. Reading focuses on decoding and comprehending essential information for successful community inclusion; writing emphasizes comprehending and using written information to communicate with others effectively; and language competencies focus on receptive and expressive communication modes, and the mechanics, grammar, and usage conventions of standard English. The student is expected to acquire and master the skills in whatever mode of communication is appropriate.

**Occupational Math** engages the student in acquisition of functional math concepts designed to equip the individual with math skills needed for successful employment and independent living. Content standards include basic math skills such as numerical operations, decimals and fractions, basic geometric concepts, and basic calculator and computer skills. Student may use a calculator for the more complex mathematical operations. Essential workplace competencies and applications are emphasized as well as independent living needs such as budgeting, personal finance, and banking skills.

**Occupational Science** prepares students with disabilities for independent living by providing awareness and acquisition of health care knowledge, personal self-care skills, and basic scientific concepts relevant to productive independent living and employment. This curriculum area targets the skills required surmounting personal social barriers related to disabilities. Although these barriers frequently present employment difficulties, they will be addressed and minimized through concentrated intentional teaching of appropriate behaviors and skill development through Life Skills science.

**Career Preparation (Social Studies)** includes community-based instruction, which will enable students with disabilities to practice previously learned concepts in an authentic setting. Skills to be developed and applied include community orientation skills, mobility skills, basic geographical concepts, governmental concepts, and the individual's role as a citizen in a democratic republic. Instruction in consumer responsibilities enables the student to demonstrate basic principles of prudent personal management, including paying taxes and saving for a planned, secure future.

Students with disabilities are expected to master the preceding Greenville County Occupational Diploma content standards in order to develop the foundation needed to attain competitive employment. Through the implementation of the Greenville County Occupational Diploma, students with disabilities will be able to achieve at higher levels and to meet increased expectations in the workplace. They will acquire the skills and attributes needed not only to make a living, but also to broaden and enrich their quality of life.

### Other Required Courses

Students must earn credits by successfully completing the following general education courses:

**Physical Education:** A one-credit course combining personal fitness with lifetime sports activities.

**Elective Courses:** Four credits selected from the general curriculum course outline.

## High Schools That Work Key Educational Practices

Mauldin High School is a part of the national High Schools that Work program. The key educational practices of South Carolina schools involved in this initiative include the following:

**Higher Expectations** – Setting higher expectations and getting students to meet them.

**Revising Vocational Studies** – Increasing access to challenging vocational studies, with major emphasis on using high-level mathematics, science, English, history/social sciences, and problem solving competencies in the context of modern business and technical studies.

**Revising Academic Standards** – Increasing access to academic studies that teach the essential concepts from the college preparatory curriculum through functional and applied strategies enabling students to see the relationship between course content and future roles they may envision for themselves.

**Challenging Program of Study** – Having students complete a challenging and related program of study, with a technical or academic major; including four years of college preparatory English, courses in history/social sciences that meet state course requirements, and mathematics and science, with at least two credits in each course equivalent in content to courses offered in the college preparatory program.

**Teachers Working Together** – Having an organizational structure and schedule that enable academic and vocational teachers to have the time to plan and deliver an integrated curriculum aimed at teaching high-status academic and technical content.

**Changing the Instructional Process** – Having each student actively engaged in the learning process.

**Guidance and Advisement** – Involving each student and his parent in an individualized advisement system aimed at ensuring that each student completes an accelerated and coherent program of academic study with a vocational or academic major.

**Extra Help and Extra Time** – Providing a structured system of extra help to enable students to successfully complete an accelerated program of study that includes high-level academic content and a major.

**Work-Based Learning** – Providing students access to a structured system of work-based learning that is planned in collaboration with high-status, school-based learning – high school and postsecondary – and that results in an industry-recognized credential and employment in a career pathway.

**Assessment and Evaluation** – Using student assessment and program evaluation information to continuously improve curriculum, instruction, school climate, organization, and management.

## Course Descriptions

### English

**Title:** Eng 1CP:Genre Studies

**Unit Credit:** 1.00

**Grade Level:** 9

**Prerequisite:** 8th grade MAP RIT scores in Reading less than 240

This course is designed to prepare students for the rigor of high school English. The curriculum is a genre study of major genres: drama, poetry, fiction and non-fiction. Writing instruction will be integrated with the literary selections as students attempt to model an author's style, write persuasively, or write analytically about what they have read. Major literary selections will include classics as well as contemporary options. Grammar, mechanics, usage, and spelling will be taught through mini-lessons integrated with the writing instruction. A major research product will be created. The course will fully prepare students for the EOC testing in English 1. Note: To fully meet their academic potential, students scoring less than 215 on the MAP Reading test should enroll concurrently in Accelerated Reading, a course designed to provide targeted intervention in those reading comprehension weaknesses identified through MAP testing. Students taking English 1 and Accelerated Reading will earn 2 units of credit, one unit of core English credit and one elective credit.

**Course Number:** 301133CW

**Duration:**

**Short Title:**

**Title:** Eng 1H:Genre Analysis

**Unit Credit:** 1.00

**Grade Level:** 9

**Prerequisite:**

Students should meet at least five of the following seven criteria: PASS scores of Exemplary in both 6th and 7th grade; Identified as GTA (eligible for Gifted and Talented programs) in middle school English-Language Arts; 8th grade Fall MAP RIT score of 240 or above in Reading; Unsuccessful attempt at English 1 Honors in the 8th grade (earned 80 or below); High level of performance in reading and writing skills; Ability to think critically and demonstrated enthusiasm for language arts; Teacher recommendation

This is an honors-level course for academically gifted students who have the ability to pursue an accelerated English program. These students are preparing for Advanced Placement English (college level courses) in high school; therefore, the coursework will reflect more rigor than other English 1 courses. Literary study includes all genres, and students will be required to read extensively from texts with a wide range of complexity. Students in English 1 Honors will be expected to exhibit critical thinking skills when analyzing what they have read. Nonfiction readings will include literary criticism as well as political essays, memoirs, and historical texts. Composition skills of those entering English 1 Honors must exceed mere proficiency and should exhibit the student's understanding of voice, style, and purpose. Grammar and usage skills will be reviewed through mini-lessons preceding each writing assessment. Students should expect major essay assignments on a frequent basis and for writing skills to constitute a large percentage of the final grade. Students will also create a major research product. The rigor of this course will fully prepare students for the EOC testing in English 1 and all future Honors or AP English courses.

**Course Number:** 301135HW

**Duration:**

**Short Title:**

**Title:** Eng 2H:Amer Lit Analysis

**Unit Credit:** 1.00

**Grade Level:** 9-10

**Prerequisite:**

Students should meet the following criteria: Earned 80 or above in English 1 Honors Genre Analysis; 9th grade Fall MAP RIT score of 243 in Reading; 9th grade MAP RIT score of 240 in Language; Ability to think critically and demonstrated enthusiasm for language arts; Teacher recommendation

This is an honors-level course for academically gifted students who have the ability to pursue an accelerated English program. These students are preparing for Advanced Placement English - Language and Composition or Literature and Composition (college level courses) in high school; therefore, the coursework will reflect more rigor than other English 2 courses. Literary study will focus on a survey of American Literature. Students will be required to read extensively from multiple genres and texts with a wide range of complexity. Students in English 2 Honors will be expected to exhibit critical thinking skills when analyzing what they have read. Nonfiction readings will include literary criticism as well as political essays, biographies, and historical texts. Composition skills of those entering English 2 Honors must exceed mere proficiency and should exhibit the student's understanding of the writer's craft. Grammar and usage skills will be reviewed through mini-lessons preceding each writing assessment. Students should expect major essay assignments on a frequent basis and for writing skills to constitute a large percentage of the final grade. The rigor of this course will fully prepare students for the HSAP exam taken in the spring of the 10th grade year and for all future Honors or AP English courses.

**Course Number:** 301235HW

**Duration:**

**Short Title:**

**Title:** Speech/Debate 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** Instructor approval

This elective course is for students who wish to master the art of public speaking through active participation in the forensic (speech & debate) program. The course includes refinement of verbal skills and requires students to concentrate on and perfect a particular aspect of public communication (interpretation, oratory, or debate). This course does not take the place of any required English course.

**Course Number:** 304025CW

**Duration:**

**Short Title:**

**Title:** Journalism 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** English teacher recommendation

This is an elective course designed to provide initial exposure to newspaper and yearbook production skills and to journalistic theory and history. Emphasizing sound journalistic principles, the program focuses on journalistic writing skills and information gathering techniques and introduces students to concepts of design and photojournalism. This course does not take the place of any required English course.

**Course Number:** 305001CW

**Duration:**

**Short Title:**

**Title:** Broadcast Journalism 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** Instructor approval required

In this elective course, students study journalism in a television broadcast setting. Study includes review of principles of journalism, writing, camera technique, research and interviewing, culminating in regular production of actual programming for in-school television and community viewing. This course does not take the place of any required English course.

**Course Number:** 309937CW

**Duration:**

**Short Title:**

## Math

**Title:** Alg 1CP, Part A

**Unit Credit:** 1.00

**Grade Level:** 9-10

**Prerequisite:** District criteria and Teacher recommendation

This course is the first half of a two-year program that will prepare students for academic or workplace options. This course is intended for students who, as ninth graders, are not yet ready for the rigor of an Algebra 1 class. The sequence of courses, Algebra 1 Part A and Algebra 1 Part B, meets the state Algebra 1 standards and will be recognized by South Carolina colleges as Algebra 1 if followed by successful completion of Algebra 2. This program of mathematical studies focuses on the development of the student's ability to understand and apply mathematics to solve realistic workplace problems. Emphasis is on active participation through appropriate project work, laboratory activities, group and individual assignments, discussion, practice, and exposition. Hand-held graphing calculators are recommended for instruction and assessment. The course will be taught through the use of best practices and research-proven instructional strategies which address the way each student learns best and offer multiple opportunities for students to master material.

**Course Number:** 314101CW

**Duration:**

**Short Title:**

**Title:** Algebra 1 H

**Unit Credit:** 1.00

**Grade Level:** 7-10

**Prerequisite:** Math teacher recommendation

This honors-level course will be a more extensive study of the algebraic concepts traditionally covered in Algebra 1. It is an intense program that includes all topics taught in Algebra 1 as well as additional enrichment topics. Students in this course must take a state-mandated end-of-course test as the final exam, and it will count as 20% of the final grade.

**Course Number:** 411103HW

**Duration:**

**Short Title:**

**Title:** Algebra 1 CP

**Unit Credit:** 1.00

**Grade Level:** 9-10

**Prerequisite:** District criteria and Teacher recommendation

This course includes writing expressions, solving linear equations, operations with polynomials, factoring, linear functions, and word problems. Students will also be introduced to non-linear functions such as exponentials and quadratics. In Algebra 1, hand-held graphing calculators are strongly recommended as part of instruction and assessment. Students will take the South Carolina EOC Algebra 1 exam as the final exam in this course, it will count 20% of the final grade.

**Course Number:** 411105CW

**Duration:**

**Short Title:**

**Title:** Algebra 2 H

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** Algebra 1 CP with Math teacher recommendation or Algebra 1 Honors

This honors-level course will be a more extensive study of the algebraic concepts traditionally covered in Algebra 2 and includes the study of logarithmic and polynomial functions. Students will be required to work with more intensity.

**Course Number:** 411203HW

**Duration:**

**Short Title:**

**Title:** Geometry H

**Unit Credit:** 1.00

**Grade Level:** 8-10

**Prerequisite:** Algebra 1 Honors or Algebra 1 CP with Math teacher recommendation

This honors-level course is for motivated mathematics students who are candidates for AP Calculus. It includes all topics taught in Geometry as well as a unit in formal logic and other enrichment topics.

**Course Number:** 412103HW

**Duration:**

**Short Title:**

## Science

**Title:** Biology 1 H

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** Alg 1 Honors, or Alg 1 Honors concurrent, Science teacher recommendation

This honors-level course encompasses interrelationships of living things, levels of biological organization, human biology, social implications, biochemistry, and genetics. Extensive laboratory work and problem-solving are essential components. Beginning with the 2010-2011 school year, the state required end-of-course test in Biology will be administered as the final exam for this class and the class will be required for graduation. The grade on the end-of-course test will count as 20% of the student's final grade.

**Course Number:** 322103HW

**Duration:**

**Short Title:**

**Title:** Biology 1 CP **Course Number:** 322104CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Alg 1 CP, or Alg 1 CP concurrent, Science teacher recommendation  
This course includes laboratory work and extensive study of specimens. Course content encompasses interrelationships of living things, levels of biological organization, human biology, social implications, biochemistry, and genetics. Beginning with the 2010-2011 school year, the state required end-of-course test in Biology will be administered as the final exam for this class and the class will be required for graduation. The grade on the end-of-course test will count as 20% of the student's final grade.

**Title:** Applied Biology 1 **Course Number:** 322603CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-10 **Short Title:**  
**Prerequisite:** Alg 1 CP, Part A or Alg 1 CP, Part A concurrent, Science teacher recommendation  
This class is a laboratory course that emphasizes problem solving, decision making, critical thinking, and applied learning. Applied Biology 1 and 2 are presented as two-year, consecutive, sequential courses that meet the state life science standards. Students explore the concepts and principles of biology and apply these concepts and principles to issues in the workplace, in society, and in personal experiences. Concepts developed in the course include the cell; matter, energy, and organization; and the molecular basis of heredity. Investigative, hands-on lab activities that address the high school inquiry standards are an integral part of this course. All students who enroll in Applied Biology 1 must pass the Applied Biology 1 and 2 sequence in order to graduate from high school. This course does not meet the NCAA Eligibility Center's standard for an academic, college-preparatory course that will enable the student to better meet the considerable rigors of college-level academics and the significant time demands of athletics participation on the collegiate level. For more information, student athletes are advised to contact their guidance office. Beginning with the 2010-2011 school year, Applied Biology 2 must be taken as the second course in this sequence in order for students to take the state required Biology end-of-course test required to meet graduation requirements.

## Social Studies

**Title:** Law Education **Course Number:** 333612CH  
**Unit Credit:** 0.50 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Social Studies teacher recommendation  
This elective course involves a study of different types of law, their development, and their role in a democratic society. Emphasis will be placed on citizen rights and responsibilities, law enforcement, the judicial system, liberty, and justice. Topics include criminal law, juvenile justice, torts, consumer, family, and housing law, and individual rights and responsibilities. The course focuses on the interpretation of cases and law enforcement procedures.

**Title:** Current World Issues **Course Number:** 333712CH  
**Unit Credit:** 0.50 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** Social Studies teacher recommendation  
This elective course enables students to examine timely topics using various current resources and media forms. Students will analyze recent events in an historical context and consider their impact on the world and their lives.

**Title:** AP Human Geography **Course Number:** 337905AW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Social Studies teacher recommendation  
This college-level course is designed to allow students to study in depth the nature and perspectives of geography, population, cultural patterns and processes, political spatial organization, agricultural and rural land use, industrialization and economic development, and cities/urban land use. Students are required to take the AP exam in May. This course may take the place of Global Studies 1 or Global Studies 2.

**Title:** Global Studies 1 CP **Course Number:** 339994CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-10 **Short Title:**  
**Prerequisite:** Social Studies teacher recommendation  
Global Studies 1 CP is a chronological study of the world from the development of civilization through the late Middle Ages. This course focuses on the history of early civilizations, empires of the ancient world and classical civilizations and changes and developments in civilizations around the world to c. 1500. Geography skills and connections to the present are strong components of the course with relevant economic, political, cultural, and geographical content interwoven in the curriculum. Students will apply higher order thinking skills as they consider content throughout the course. Note: This course can only be taken ONE time.

**Title:** Global Studies 1 H **Course Number:** 339994HW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-10 **Short Title:**  
**Prerequisite:** Social Studies teacher recommendation  
Global Studies 1 Honors is a chronological study of the world from the development of civilization through the late Middle Ages. This course focuses on the history of early civilizations, empires of the ancient world and classical civilizations, and changes and developments in civilizations around the world to c. 1500. Geography skills and connections to the present are strong components of the course, with relevant economic, political, cultural, and geographical content interwoven in the curriculum. Course requirements include parallel readings, critical research, and authentic products and performances. It is strongly recommended that students have Honors English placement. Note: This course can only be taken ONE time.

## Arts

**Title:** Art 1 **Course Number:** 350101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None

This introductory course provides students with problem-solving experiences in two and three-dimensional media, stressing design elements (line, shape, form, value, color, space, and texture), and design principles, (proportion, emphasis, harmony/unity, balance, rhythm/movement, contrast repetition/ pattern, and variety). Emphasis is on the development of basic skills.

**Title:** Chorus 1 **Course Number:** 354101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None

This course emphasizes the development of basic vocal techniques and skills including good posture, tone quality, breath support, diction, and attack and release. Attention is given to the elements of music including music reading. Students may have the opportunity to sing in Latin and other foreign languages. Vocal independence is emphasized and the elements of music are reinforced through the performance and study of quality literature.

**Title:** Orchestra/strings 1 **Course Number:** 355101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Participation in the middle school program or private study and teacher recommendation

This course is a supplementary experience for students with superior musical talents. This course emphasizes basic musicianship on individual strings or orchestra instruments. Students concentrate on developing technique, tone quality, range, and proper posture. Students receive concentrated instruction in performance techniques and have the opportunity to apply them through solo performance and chamber ensemble participation.

**Title:** Music Appreciation 1 **Course Number:** 356101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None

This course emphasizes the study of composers and styles of each period of music from the Renaissance to the Twentieth Century. The development of listening skills is of primary importance and the course includes guided listening experiences through live concerts and recordings. The course stresses literature from the mainstream of music and music of different cultures and ethnic groups.

**Title:** Drama 1 **Course Number:** 452101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None

In this course students will develop basic skills and techniques of set design, acting, and directing and will participate in all aspects of a production. Intense study of a variety of plays and dramatic forms will be included. Students may be required to attend plays as assigned by the teacher/director.

**Title:** Symphonic Band 1 **Course Number:** 459973CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9 **Short Title:**  
**Prerequisite:** Participation in the middle school program or private study and teacher recommendation

This course emphasizes basic musicianship and performance techniques on individual woodwind brass and percussion instruments. Students concentrate on developing technique breath control tone quality range and proper posture. Students participate in small and large ensembles in which quality traditional and contemporary literature reinforce important musical concepts. The major emphasis of this course is on traditional concert literature. Students will have the opportunity to perform as soloists and members of ensembles.

## Foreign Language

**Title:** French 1 CP **Course Number:** 361107CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 8-10 **Short Title:**  
**Prerequisite:** None

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will first begin to develop aural and oral skills, then read and write what they can say—familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will begin to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture they study. Students will also develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** French 2 CP **Course Number:** 361207CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** French 1

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will continue to learn to use predictable language in familiar settings and begin to not only express basic needs, but elaborate on them. They will continue to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. Students will continue to develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** French 3 H **Course Number:** 361303HW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** French 2 CP and Foreign Language teacher recommendation

This course continues to emphasize meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students in this course will elaborate on ideas, ask and answer questions, narrate and describe in sentences and groups of related sentences, and understand short oral and written passages. They will extend their language skills, become more accurate in the language they produce, and comprehend a greater variety of texts and generate responses, and initiate interactions in the language in more complete ways. They will recognize the interrelatedness of cultural products, practices, and perspectives. They will use their language to expand knowledge of other content areas and gain awareness of multiple viewpoints. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study.

**Title:** French 3 CP **Course Number:** 361307CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** French 2

This course continues to emphasize meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students in this course will elaborate on ideas, ask and answer questions, narrate and describe in sentences and groups of related sentences, and understand short oral and written passages. They will extend their language skills, become more accurate in the language they produce, and comprehend a greater variety of texts and generate responses, and initiate interactions in the language in more complete ways. They will recognize the interrelatedness of cultural products, practices, and perspectives. They will use their language to expand knowledge of other content areas and gain awareness of multiple viewpoints.

**Title:** Spanish 1 CP **Course Number:** 365107CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 8-10 **Short Title:**  
**Prerequisite:** None

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will first begin to develop aural and oral skills, then read and write what they can say—familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will begin to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture they study. Students will also develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** Spanish 2 CP **Course Number:** 365207CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Spanish 1

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will continue to learn to use predictable language in familiar settings and begin to not only express basic needs, but elaborate on them. They will continue to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. Students will continue to develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** Spanish 2 CP Adv **Course Number:** 365274CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Spanish 1

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will continue to learn to use predictable language in familiar settings and begin to not only express basic needs, but elaborate on them. They will continue to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. Students will continue to develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study.

**Title:** Spanish 3 H **Course Number:** 365303HW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** Spanish 2 CP and Foreign Language teacher recommendation

This course continues to emphasize meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students in this course will elaborate on ideas, ask and answer questions, narrate and describe in sentences and groups of related sentences, and understand short oral and written passages. They will extend their language skills, become more accurate in the language they produce, and comprehend a greater variety of texts and generate responses, and initiate interactions in the language in more complete ways. They will recognize the interrelatedness of cultural products, practices, and perspectives. They will use their language to expand knowledge of other content areas and gain awareness of multiple viewpoints. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study.

**Title:** Spanish 3 CP  
**Unit Credit:** 1.00  
**Grade Level:** 10-12  
**Prerequisite:** Spanish 2

**Course Number:** 365307CW  
**Duration:**  
**Short Title:**

This course continues to emphasize meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students in this course will elaborate on ideas, ask and answer questions, narrate and describe in sentences and groups of related sentences, and understand short oral and written passages. They will extend their language skills, become more accurate in the language they produce, and comprehend a greater variety of texts and generate responses, and initiate interactions in the language in more complete ways. They will recognize the interrelatedness of cultural products, practices, and perspectives. They will use their language to expand knowledge of other content areas and gain awareness of multiple viewpoints.

## Physical Education

**Title:** PhysicalEducation1  
**Unit Credit:** 1.00  
**Grade Level:** 9  
**Prerequisite:** None

**Course Number:** 344101CW  
**Duration:**  
**Short Title:**

Physical Education 1 provides opportunities for students to become competent and proficient in two movement forms elected from a variety of choices (selected from: net/racket, target, team, outdoor pursuits, individual, and dance). Students will also be able to design and develop a personalized physical fitness program, participate regularly in health-enhancing physical activity beyond the physical education class, and meet the gender and age group health-related physical fitness standards. PE 1 is required for graduation.

**Title:** Family Health  
**Unit Credit:** 0.50  
**Grade Level:** 9-12  
**Prerequisite:** None

**Course Number:** 340112CH  
**Duration:**  
**Short Title:**

This elective course focuses on evaluating, advocating, and coordinating valid resources and services to meet the needs of students, families, and communities. Instruction will also include Environmental Health and CPR and First Aid instruction through the American Red Cross including responding in a variety of emergency situations.

**Title:** ComprehensiveHealthEd  
**Unit Credit:** 0.50  
**Grade Level:** 9-12  
**Prerequisite:** None

**Course Number:** 340212CH  
**Duration:**  
**Short Title:**

This elective course focuses on teaching students the information and the skills needed to become health literate, maintain and improve personal health, prevent disease, and reduce health-related related risk behaviors as outlines in the SC Health and Safety Curriculum Standards. The course content areas include Personal Health and Wellness, Nutritional Choices, Mental Health, Preventing Injuries, Alcohol, Tobacco, and Other Drugs and Family Living.

## Career and Tech

**Title:** ComputerApps1  
**Unit Credit:** 0.50  
**Grade Level:** 9-12  
**Prerequisite:** Keyboarding or documented skill proficiency

**Course Number:** 500802CH  
**Duration:**  
**Short Title:**

This course is designed to introduce students to software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts.

**Title:** IntBusinessApps1  
**Unit Credit:** 1.00  
**Grade Level:** 9-12  
**Prerequisite:** Keyboarding or documented skill proficiency

**Course Number:** 502001CW  
**Duration:**  
**Short Title:**

This course is designed to teach students software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts. This course will meet the computer science requirement.

**Title:** Keyboarding  
**Unit Credit:** 0.50  
**Grade Level:** 7-12  
**Prerequisite:** None

**Course Number:** 510002CH  
**Duration:**  
**Short Title:**

This course is designed to provide an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad using the touch method of keystroking. Emphasis is placed on development of accuracy and speed, proper techniques, and correct fingering. Formatting of basic documents will be introduced.

**Title:** PersonalFinance  
**Unit Credit:** 1.00  
**Grade Level:** 9-12  
**Prerequisite:** None

**Course Number:** 513101CW  
**Duration:**  
**Short Title:**

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

**Title:** DigitalDesktopPublishing **Course Number:** 517601CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** Keyboarding 5100 or documented proficiency and Computer Apps or Integrated Business Apps 1  
This course brings together graphics and text to create professional level publications. Students create, format, illustrate, design, edit/revise, and print publications. Improved productivity of digitally produced newsletters, flyers, brochures, reports, advertising materials, and other publications is emphasized. Proofreading, document composition, and communication competencies are also included. This course can count as the computer science requirement.

**Title:** Marketing **Course Number:** 542101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** None  
This course introduces marketing concepts and examines the economic, marketing, and business fundamentals, in addition to the marketing functions of selling, promotion, and distribution. The standards listed are core standards and those standards reflecting the needs of the local business community. This is the basic course in the marketing curriculum and should be taken before the specialized courses.

**Title:** Sports/EntertainMkt **Course Number:** 542501CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 11-12 **Short Title:**  
**Prerequisite:** None  
This program is for students who wish to pursue careers in the various areas of the sports industry. This includes careers in box office, group sales, public sales, marketing, operations, development and sports programming.

**Title:** Advertising **Course Number:** 547001CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** Marketing  
This course is designed to introduce the concepts of advertising, planning strategies, communication skills, and professional development. Course content includes budget development, media selection, design, and the preparation of ads for various media.

**Title:** IndustrialEdTech1 **Course Number:** 604001CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
This course provides hands-on exploratory experiences within the technological areas of communication, production, transportation, and energy/power utilization. Students perform manipulative operations and experiments with tools, materials, processes, products, and numeric controlled computerized equipment directly related to the four technological areas.

**Title:** IntroEngDesign **Course Number:** 605101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Teacher Rec  
A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. This setup exposes the student to engineering principles while requiring the students to maintain journals, organize their work, solve problems and complete a design project for each module. This course must be taught by a teacher who has received Project Lead the Way training. This course will meet the required computer science unit.

## Miscellaneous

**Title:** Naval JROTC 1 **Course Number:** 375101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
The ROTC curriculum and activities challenge the student to elevate and hone self-confidence, self-discipline, and leadership skills. It consists of formal classroom training (academic and physical exercise) supplemented by orientation trips to military activities and facilities in the area. Academic studies include military history and military science. Leadership studies include customs and courtesies of the military, cadet corps activities, study habits, time management, communication skills, and leadership and management studies. Co-curricular activities include drill team, color guard, etc. Cadets wear the ROTC uniforms one day per week. Uniforms and materials are provided by the participating branch of the military. Cadets are not required to enlist in the military.

## English Speakers of Other Languages (ESOL)

**Title:** ESOL 1 Assistance **Course Number:** 379994CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Guidance Placement  
This course is designed for the student who has a primary language other than English. Instruction will be provided in the areas of listening, speaking, reading, writing, and comprehension to assist students in classrooms where English is the language of instruction. Students will receive skills to aid in the transition to all academic areas, as well as help in the preparation for high school formal tests. Limited English proficiency should be determined by an approved language assessment instrument.

