



## 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	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0-61	F	0	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/>

\*\*\*Counselor Assignments for 2012-2013 School Year\*\*\*

A-C	Ms. Brown (355-8621)
D-Ha	Ms. Caldwell (355-8622)
He-Mc	Mrs. Grant (355-2197)
Me-Sa	Mrs. Greene (355-8623)
Sc-Z	Mr. Herr (355-8972)

## Registration Guidelines for Students 2012-2013

### Online Registration

#### What is Online Registration and how will students register for courses for next year?

Registration is web-based and can be utilized from any computer with internet access. Registration is a system to select courses for the upcoming school year.

Please note: The **order** that students register online **does not determine** who gets in a course first. Students register so a count of the needed courses can be determined. After that time, a master schedule can be built and students can be scheduled for courses.

Online Registration entries do not reflect the exact student schedule. Entries only represent requests that will be used in building the master schedule. **Elective selections and permanent early dismissal times for seniors are not guaranteed. Students must sign up for 3 alternative electives in case their first choice does not fit into their schedules. If students do not choose alternative electives and a conflict arises in the student's schedule, an alternate will be selected for you with no opportunity to change.**

#### Parent Overrides

At times, parents may disagree with teacher recommended levels. If this occurs, parents may complete an override form in order to place the student in the desired course. **Parents and students are highly cautioned in the use of override forms. It has been the vast experience at Woodmont High School that students who are enrolled in courses with an override, have difficulty passing. Teachers can not be expected to provide additional assistance beyond what is available to all students in the class.** If a parent overrides a teacher recommendation and the student begins to experience difficulty in the class once scheduled, **the student will not be removed to the original teacher recommended level. Parents must come to the guidance office to fill out the override form.**

The purpose of the Woodmont High School Freshman Academy is to reduce the ninth grade dropout and failure rates. Some goals of the Freshman Academy are to provide structure for freshman as they adjust to high school, increase attendance rates, increase communication between home and school, and accommodate parent conferences more easily because of similar planning periods among teachers.

## Early Dismissals for Juniors

A junior will be granted a permanent early dismissal **only** for the purpose of attending a for-credit college class ("Early College" – Greenville Technical College). All of the following circumstances must exist for a junior to obtain a permanent early dismissal:

- Student is classified as a junior and passed all parts of the HSAP
- Student is on track to complete the requirements of the SC High School Diploma
- Student is scheduled for a minimum of two classes per day per semester.
- Student has presented proof of registration for a college course through the appropriate application process
- Student's parent/guardian petitions the school in writing for the permanent early dismissal by completing the **Early Dismissal Request Form** available in guidance.

Since HSAP scores will not be received until later in the summer, interested juniors must sign up for 8 classes during the Woodmont High School registration process. During the summer when the above requirements can be verified, students may submit the **Early Dismissal Request Form**, the **Course Request Change Form** (to request guidance to adjust his/her schedule), and verification of registration in a college course to guidance. All documentation must be submitted to Guidance by **June 29, 2012**.

## "Early College" – Greenville Technical College – "College in High School"

Rising juniors and seniors, who meet the Early College/University Transfer criteria, can take courses that **in some cases** award both college credit and high school credit. **Students in Greenville County Schools may only earn elective credit for district approved Jump Start classes. Jump Start courses cannot be substituted for required high school core courses. Students should consult their counselor for a list of approved courses if dual credit is desired.** If a student selects an approved Jump Start course for dual credit and wishes for the grade to be recorded on the high school transcript, it is the student's responsibility to have an official transcript forwarded to Woodmont High School from the records office at Greenville Tec upon completion of the course. Greenville Tec only awards letter grades for completed courses. If the student chooses for the course to be posted to the high school transcript, a semester Greenville Tec course will count as one elective unit with AP/IB GPA weighting. Letter grades will be converted to the following numerical grades on the student's high school transcript as per the SC Uniform Grading Scale:

A = 96; B = 88; C = 80; D = 73.

For information visit: <http://www.gvltec.edu/early-college/>. For enrollment forms and procedures visit: <http://www.gvltec.edu/academics>  
<http://www.gvltec.edu/academics.aspx?id=3899>

### Criteria:

#### *University Transfer Courses:*

Submit SAT or ACT scores. Minimum to waive placement testing:

- SAT - Critical Reading (previously Verbal) & Math scores of 480 each.
- ACT - English and Math scores of 19 each

If no qualifying SAT/ACT/AP scores are available, **placement testing** ([http://www.gvltec.edu/admissions\\_process.aspx?id=4324](http://www.gvltec.edu/admissions_process.aspx?id=4324)) is required. (ASSET or COMPASS).

### Criteria (cont):

For ENG 101-English Composition I – must have completed at least three years of high school English For University Transfer lab science courses - student must have successfully completed one year of the equivalent high school lab science course (i.e., high school biology for BIO 101)

*Technical Courses:* Acceptable score on the Greenville Tech placement test (ASSET or COMPASS) for certain courses.

## Early Dismissal for Seniors

A permanent early dismissal will be granted to seniors who meet the following criteria:

- Student is classified as a senior and passed all parts of the HSAP
- Student is enrolled in the courses needed to complete the requirements for the SC High School Diploma
- Student is scheduled for a minimum of two classes per day per semester.
- Student's parent/guardian petitions the school in writing for the student's permanent early dismissal by completing the **Early Dismissal Request Form** available in guidance.

## Senior Early Dismissals

Rising seniors who presently qualify must submit to guidance the **Early Dismissal Request Form** by the end of the school year. Seniors who submit the request form are required to sign up for a minimum of 4 (two each semester) classes online and receive an early dismissal for two blocks. Please note **senior permanent early dismissals are not guaranteed for the times requested**. For example, if a student wishes to have an early dismissal for 3<sup>rd</sup> and 4<sup>th</sup> blocks but requests a course that is only offered 4<sup>th</sup> block, the student must stay through 4<sup>th</sup> block and choose another class (for 3<sup>rd</sup> block) if they still desire to take the course that is only offered 4<sup>th</sup> block.

## Seniors Who Do Not Presently Qualify for an Early Dismissal

Rising seniors who do not presently qualify for an early dismissal due to HSAP, may go ahead and submit to guidance the **Early Dismissal Request Form** and attach the **Early Dismissal Summer Check Form** by the end of the year. Students must sign up for eight classes. Once HSAP scores are received this summer, guidance will check to see if students passed and adjust their schedules based on the information submitted on the **Early Dismissal Summer Check Form**.

## Reminders Concerning Specific Courses

**The following core courses are not acceptable for fulfilling college admissions requirements:**

- Applied Geometry (314307CW)                      - Applied Probability and Statistics (314409CW)
- Math Strategies (319954CW) does not count as a math unit toward graduation nor does it fulfill college admissions requirements. (This is an elective course.)
- Applied Biology (322605CW)

**The following courses are not considered as lab sciences for fulfilling college admissions requirements:**

- Physical Science CP (321105CW)                      - Physical Science Hon (321115HW)
- Earth Science (326501CW)                      - Environmental Studies (326125CW)
- Students who take two years of the same course at the career center (receiving at least 8 units) may have one science requirement for graduation **waived**. The student must still complete 24 units. Students do not receive a science unit; therefore it should not be conceived in any way as a lab science.

**The following courses will fulfill the one unit computer science requirement for graduation:**

- Keyboarding (510002CH) (1/2 unit) **and** Computer Apps (500802CH) (1/2 unit)
- Computer Applications (1 Unit) (502001CW) (Prerequisite Keyboarding or Input Technology)
- MultiMedia (503001CW)                      - Digital Imaging (534001CW)

## Virtual School Courses

While students will not be registering for Virtual School Courses at this time, it should be noted that if a student registers for a virtual school course in the future, the NCAA Clearinghouse will not accept the courses. This means that the NCAA will not accept virtual school courses to fulfill eligibility requirements. Consequently, potential college athletes should not take virtual school courses in order to meet NCAA eligibility requirements.

## Important Registration Dates: School Year 2012 - 2013

**February 6 - 10:** Teachers enter course recommendations online for students

**March 5 - 9:** Counselors meet with students to give registration instructions and how to use the online registration.

**March 5 - 16: Online Registration Open Window for Students and Parents:** Students may begin entering elective course selections online. Students who wish to attend the career center should enter the course request online **and** complete an online application. Students interested in attending the Fine Arts Center should follow the procedures outlined above.

**March 19-June 1:** Parents may complete and submit *Parent Override Forms* to the Guidance Office. **Parents and students are highly cautioned in the use of override forms. If a parent overrides a teacher recommendation and the student begins to experience difficulty in the class once scheduled, the student will not be removed to the initial teacher recommended level.**

**March 12 - 14: Lab Assistance to Students available in Media Center:** 8:00 – 8:25 AM

**Mid-April:** Students receive Course Request Form to verify, parent signature required, and returned to 4th period teachers.

**June 29:** Deadline for Juniors to submit paperwork required for Early Dismissal request along with proof of Jump Start enrollment.

## High Schools That Work Key Educational Practices

Woodmont 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:** Intro Speech/Debate

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** English teacher recommendation

This elective course is for students who wish to learn more about the art of public speaking. The course includes instruction in the fundamentals of speech composition and delivery, original oratory, and debate and parliamentary procedure. In addition, this course includes an introduction to forensic (speech & debate) competition with an overview of all forensic events. Students who wish to join the Speech and Debate team are encouraged to take this course. This course does not take the place of any required English course.

**Course Number:** 304013CW

**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

**Course Number:** 314101CW

**Duration:**

**Short Title:**

opportunities for students to master material.

**Title:** Algebra 1 H  
**Unit Credit:** 1.00  
**Grade Level:** 7-10

**Course Number:** 411103HW  
**Duration:**  
**Short Title:**

**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.

**Title:** Algebra 1 CP  
**Unit Credit:** 1.00  
**Grade Level:** 9-10

**Course Number:** 411105CW  
**Duration:**  
**Short Title:**

**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.

**Title:** Algebra 2 H  
**Unit Credit:** 1.00  
**Grade Level:** 9-12

**Course Number:** 411203HW  
**Duration:**  
**Short Title:**

**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.

**Title:** Geometry H  
**Unit Credit:** 1.00  
**Grade Level:** 8-10

**Course Number:** 412103HW  
**Duration:**  
**Short Title:**

**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.

**Title:** Geometry CP  
**Unit Credit:** 1.00  
**Grade Level:** 9-10

**Course Number:** 412106CW  
**Duration:**  
**Short Title:**

**Prerequisite:** Algebra I CP or equivalent and Math teacher recommendation; Rising 9th graders use district guidelines

This course utilizes mathematical proof in the development of two and three dimensional geometric concepts and properties. Topics include angle measurements and relationships, line relationships, properties of polygons and solids, similarity and congruence, Pythagorean relationships, circles, area, volume and transformations. Emphasis is on active participation through project work, laboratory activities, group and individual assignments, discussion, practice and exposition. Students are expected to use scientific calculator, graphing calculators and/or computers with dynamic interactive software throughout the year.

## Science

**Title:** Physical Science CP  
**Unit Credit:** 1.00  
**Grade Level:** 9-10

**Course Number:** 321106CW  
**Duration:**  
**Short Title:**

**Prerequisite:** Alg 1 CP, Part A or Alg 1 CP, Part A concurrent, Science teacher recommendation

This course serves as a foundation for the study of science. Concepts that are taught include the nature and structure of matter, chemical changes and reactions, forces and motion, energy and waves. The course is heavily oriented towards laboratory investigations and work-place applications. Students must take the state-required end-of-course test as the final exam, and it will count 20% of the final grade. The last time the end-of-course test for Physical Science will be administered is in the 2010-2011 school year.

**Title:** Biology 1 H  
**Unit Credit:** 1.00  
**Grade Level:** 9-12

**Course Number:** 322103HW  
**Duration:**  
**Short Title:**

**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.

## Social Studies

**Title:** Law Education  
**Unit Credit:** 1.00  
**Grade Level:** 9-12

**Course Number:** 333601CW  
**Duration:**  
**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:** Global Studies 1 CP

**Unit Credit:** 1.00

**Grade Level:** 9-10

**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.

**Course Number:** 339994CW

**Duration:**

**Short Title:**

**Title:** Global Studies 1 H

**Unit Credit:** 1.00

**Grade Level:** 9-10

**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.

**Course Number:** 339994HW

**Duration:**

**Short Title:**

## Arts

**Title:** Art 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**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.

**Course Number:** 350101CW

**Duration:**

**Short Title:**

**Title:** Marching Band 1

**Unit Credit:** 1.00

**Grade Level:** 9

**Prerequisite:** Participation in the middle school program or private study.

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. Students also receive instruction in marching band fundamentals and apply them to field performance.

**Course Number:** 353101CW

**Duration:**

**Short Title:**

**Title:** Chorus 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**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.

**Course Number:** 354101CW

**Duration:**

**Short Title:**

**Title:** Orchestra/strings 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**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.

**Course Number:** 355101CW

**Duration:**

**Short Title:**

**Title:** Music Appreciation 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**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.

**Course Number:** 356101CW

**Duration:**

**Short Title:**

**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:** Jazz Band 1 **Course Number:** 453101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Participation in the middle school program or private study and instructor approval  
This course is a supplementary experience for students with superior musical talents. Students study either jazz or small ensemble literature as indicated by class designation. The elements of music, proper tone quality, production, music reading, and small ensemble skills, as they relate to style, are emphasized.

**Title:** Technical Theater **Course Number:** 459912CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Instructor approval  
This course is designed to introduce students to aspects of technical theatre, including design (computer-aided design in set, lighting, and sound) construction techniques (recognizing and using tools safely), production elements (including stage management and production management), scene painting, costuming, and make-up.

**Title:** Music Theory Apps **Course Number:** 459915CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
This course instructs students in the basics of music theory and emphasizes scales, chords, inversions, keys, traditional harmony, ear training, sight singing, and dictation. Students write musical exercises utilizing figured bass and study basic keyboard skills.

**Title:** Symphonic Band 2 **Course Number:** 459934CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** Symphonic Band 1 or any Instrumental Music course and teacher recommendation  
This course is a continuation of Symphonic Band 1. Students increase both their technical and musical development through concentration on the elements of music. Small ensemble participation is emphasized and students expand their understanding of wind literature through large ensemble participation. The fundamentals of concert performance are reviewed and opportunities are available to students for section leadership responsibilities.

**Title:** Vocal Perf 1 **Course Number:** 459954CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Prior vocal training and teacher recommendation  
This course is for the serious student who may consider a future in vocal performance. It emphasizes the development and mastery of sound vocal techniques, comprehensive musicianship, and vocal independence. Students may perform in county and state choral music events, continue to perform in foreign languages, and develop sectional leadership skills.

**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:** 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

**Unit Credit:** 1.00

**Grade Level:** 9-12

**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.

**Course Number:** 365207CW

**Duration:**

**Short Title:**

## Physical Education

**Title:** PhysicalEducation1

**Unit Credit:** 1.00

**Grade Level:** 9

**Prerequisite:** None

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.

**Course Number:** 344101CW

**Duration:**

**Short Title:**

**Title:** Family Health

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** None

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.

**Course Number:** 340101CW

**Duration:**

**Short Title:**

## Career and Tech

**Title:** ComputerApps1

**Unit Credit:** 0.50

**Grade Level:** 9-12

**Prerequisite:** Keyboarding or documented skill proficiency

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.

**Course Number:** 500802CH

**Duration:**

**Short Title:**

**Title:** IntBusinessApps1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** Keyboarding or documented skill proficiency

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.

**Course Number:** 502001CW

**Duration:**

**Short Title:**

**Title:** BusinessLaw

**Unit Credit:** 1.00

**Grade Level:** 10-12

**Prerequisite:** None

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

**Course Number:** 504401CW

**Duration:**

**Short Title:**

**Title:** Keyboarding

**Unit Credit:** 0.50

**Grade Level:** 7-12

**Prerequisite:** None

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.

**Course Number:** 510002CH

**Duration:**

**Short Title:**

**Title:** BusinessFinance

**Unit Credit:** 1.00

**Grade Level:** 10-12

**Prerequisite:** Accounting 1 recommended

This course is designed to provide students with a foundation in corporate business finance concepts and applications including fundamentals, financial environment, management planning, maintenance and analysis of financial records, long and short term financial activities, financial business activities, financial institutions and banking services, consumer credit, business insurance, technology and financial management, and international finance.

**Course Number:** 527300CW

**Duration:**

**Short Title:**

**Title:** Entrepreneurship **Course Number:** 540001CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** Keyboarding Rec  
This course is designed to provide students with the knowledge and skills leading to the development of a business plan for small business ownership. An important part of the course will be the incorporation of marketing, staffing, and financial considerations.

**Title:** AgScienceTech **Course Number:** 562401CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
The Agricultural Science and Technology course is designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture 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 a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.

**Title:** AgMech&Tech **Course Number:** 566005CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** Ag Sci Tech or Tchr Rec  
The Agriculture Technology course is designed as an introductory course to the Agriculture Mechanics Career Pathway. In addition it provides development of general mechanical skills which are required in all areas of Agricultural Education.

**Title:** Family/ConsScience1 **Course Number:** 580801CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
Family and Consumer Science 1 is an exploratory course which includes units of instruction in personal development, child development, nutrition and fitness, consumerism, family life education, and housing. The goal of this course is to provide a sample of the complete curriculum offerings at the high school level, thereby building interest in family and consumer science.

## Miscellaneous

**Title:** HS Pathways to AP Success **Course Number:** 379917CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-10 **Short Title:**  
**Prerequisite:** Honors or Challenge English and/or Teacher recommendation  
This one unit course is designed for high schools on the block schedule. Students in this course are expected to enroll in at least one AP class in the future. This course will provide students an opportunity to adequately prepare for Advanced Placement courses. Students will learn how to correctly write research papers, study efficiently, and prepare for the rigor in future AP classes.

**Title:** Leadership **Course Number:** 379934CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Teacher recommendation  
This elective course deals with developing skills in effective communication, identifying the rights and responsibilities of citizenship and learning the information necessary to organize, conduct, and participate in meetings. In addition, the characteristics of effective leadership will be studied and developed by participation in educational, civic, and social activities. Student leaders, as well as those interested in becoming leaders, are encouraged to enroll in this course.

**Title:** Freshman Success **Course Number:** 379949CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9 **Short Title:**  
**Prerequisite:** None  
This elective course is designed to give the student an extensive orientation to high school and to provide the student with the necessary knowledge skills and resources to have a rewarding and successful high school experience. In addition to the orientation to high school, major topics will include: classroom procedures and management, self-awareness, goal setting, time management, conflict resolution, communication skills, study habits, and test-taking strategies. Students will also spend time studying their career planners (sent from the middle schools), planning future course selection and discussing career plans.