

WOODLAND HIGH SCHOOL



COURSE GUIDE 2020-21

WOODLAND HIGH SCHOOL VISION

“To foster a communal environment where students are empowered to be successful, diversity is valued and excellence is the standard.”

WOODLAND HIGH SCHOOL MISSION

“To ignite, within students, a passion to excel in a globally, competitive world by equipping them with world-class knowledge, skills, and enduring life & career characteristics.”



Woodland High School
4128 Hwy 78
Dorchester, SC 29437

Dear Parents and Students:

This booklet contains course descriptions and other information that will assist in registering for courses at Woodland High School. It includes general graduation requirements as well as detailed information regarding courses of study.

We encourage you to give serious thought and study to your interests, abilities, and career choices as it is expected that all students will pursue a Course of Study that has been carefully planned with them, parents, and counselors in order to develop their Individual Graduation Plan.

Our goal is for students to focus upon career choices and to provide information about courses that will assist in preparation for entry into the workforce. Whether the goal addresses direct entry into the workforce, entry into the armed services, a two-year degree, or a four-year degree, our curriculum is designed to meet the need.

Parental visits and involvement are encouraged and welcomed at Woodland High School. Administrators, counselors, teachers, and staff are ready to assist in preparing students for their future.

Sincerely,

Adrian D. Busch

Adrian D. Busch
Principal WHS

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GENERAL INFORMATION

SOUTH CAROLINA GRADUATION REQUIREMENTS

CARNEGIE UNITS OF CREDIT

For a high school diploma in the state of South Carolina, students must earn a total of 24 units of credit as outlined in the following table. ACCORDING TO SC LAW, students must attend the high school issuing the diploma for at least the semester immediately preceding graduation except in case of a bona fide change of residence to a location in which the sending school will not grant the diploma. Summer school does not meet this requirement.

SUBJECT	NUMBER OF UNITS
English	4
Mathematics	4
Science	2
Biology	1
U S History	1
Economics/Government	1
Other Social Studies	1
PE/Health	1
Computer Science	1
CATE Course or Foreign Language	1
Additional Units	7

PROMOTION AND RETENTION

To be promoted from the 9th grade to the 10th grade, a student must have 6 units, including:

English 1	1 Unit
Math	1 Unit
Additional Units	4 Units

To be promoted from the 10th grade to the 11th grade, a student must have 12 units, including:

English 1 and 2	2 Units
Math	2 Units
Science	1 Unit

Social Studies	1 Unit
Additional Units	6 Units

To be promoted from the 11th grade to the 12th grade, a student must have 18 units, including:

English 1, 2, and 3	3 Units
Math	3 Units
Science	2 Units
Social Studies	1 Unit
U. S. History	1 Unit
Additional Units	8 Units

COMMENCEMENT EXERCISES

Only those students who pass all the units required for a diploma may participate in the commencement exercise held at the end of the school year.

Students who pass the required 24 units are allowed to participate in commencement.

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

COLLEGE PREPARATORY COURSE REQUIREMENTS

From SC Commission of Higher Education for Entering College Freshmen Beginning in Academic Year 2019-20

English – 4 Units All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.

Math – 4 Units: These units must include Algebra I, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.

Science – 3 Units: Three units of laboratory Science, two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It's strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.

Foreign Language- 2 units: Two units of the same World Language is required with a heavy emphasis on language acquisition.

Social Studies – 3 Units - THREE UNITS OF SOCIAL SCIENCE: One unit of U.S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.

Fine Arts- 1 unit: One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.

Physical Education/ROTC – 1 unit: One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.

Electives -2 units: Two units must be taken as electives. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite):

SOUTH CAROLINA UNIFORM GRADING POLICY

IN ACCORDANCE WITH THE SOUTH CAROLINA UNIFORM GRADING POLICY, ALL GRADES WILL BE INTERPRETED FOR ALL PURPOSES USING THE SC GRADING SCALE. NUMERICAL GRADES WILL APPEAR ON THE REPORT CARD AND TRANSCRIPT.

GRADING SCALE

The State Board of Education has revised the uniform grading policy for South Carolina's public schools. The new 10-point grading scale and the system for calculating Grade Point Averages and class rank will go into effect for all students in the 2016-2017 school year.

Grading Scale

(Effective 2019-2020)

- (A) 100 – 90 Excellent
- (B) 89 - 80 Above Average
- (C) 79 - 70 Average (D) 69 - 60 Passing
- (F) 59 - 51 Failing

Grade point averages and class rank are determined based on the types of academic courses in which students are enrolled.

ATTENDANCE

Student attendance laws require that students be in attendance a minimum number of days to receive a passing grade in a course to earn credit:

- ❖ 45- day courses- must attend 42 days
- ❖ 90- day courses- must attend 85 days
- ❖ 180-day courses- must attend 170 days

Students who exceed the approved limits for unexcused absences do not receive credit in a course.

Excessive Absences (Failure due to Absences) FA

As noted in Regulation 43-274VII (B), students with absences may make up work or demonstrate proficiency as determined by the local school district. **The local school board shall develop policy on the body of evidence that is acceptable to demonstrate proficiency without requiring the student to make up seat time.** If a grade of FA is assigned, it will carry no earned CP units but will be factored into the student's GPA as a 50.

WITHDRAWAL FROM A COURSE

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

The three-, five-, and ten-day limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration of a school. Students who withdraw from a course with administrative approval will be given a WP for the course. Students who withdraw from a course after the specified time of three days for a 45 day course, five days in a 90 day course, or ten days in a 180 day course without administrative approval, shall be assigned a WF, and the F (as a 50) will be calculated in the students overall grade point average.

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

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

HOMEBOUND

Students who are unable to attend school due to a physical or emotional disability may be assigned a homebound teacher to assist with assignments. Homebound instruction is a continuation of the regular school curriculum with the objective that the student will be prepared to return to school without having fallen significantly behind in his/her work. Application for this service is made through the School Counseling Office of the high school and approved by the Director of Student Support Services. A physician must certify that the student is unable to attend school but may profit from instruction given in the home or in the medical facility.

TRANSFER STUDENTS

Students transferring from other school districts will have their transcripts reviewed and all grades will be entered according to the South Carolina Uniform Grading Policy. Their program of studies will be articulated through the curriculum offered at Woodland High School and their career goals will be reviewed at the time of enrollment. To be eligible for a diploma from Woodland High School, a student must be enrolled at Woodland by the beginning of second semester of their senior year.

ACADEMIC COURSES: HONORS, DUALCREDIT, AP, IB

***Note:** Most students entering high school will be enrolled in college preparatory courses which are designed to prepare them for college or career. For students who have exhibited superior abilities in course content, the academic courses/programs below are available. These should not encourage a student to graduate early, but they should extend course opportunities at the high school level. Students should consider the merits of all courses to determine which one is right for them. If a student fails a dual-credit course, they will not be allowed to take additional dual courses in the future.*

Honors courses provide a rigorous, accelerated, and enriched program for academically talented students who need a program different from the regular school program. Honors courses are offered in English, Science, and Mathematics, and Social Studies. Typically students who have been locally or State identified as Gifted and Talented in grades 3-8 are automatically enrolled in Honors classes upon entering High School. Students who transfer into Woodland High School **are NOT** automatically enrolled in Honors-level classes. Transcripts must reveal Honors-level courses. To qualify for Honors-Level Courses, students must score at the 80th percentile or the District's Universal Screen **and** obtain a teacher's recommendation. Students who do not earn an A or B at the end of the course will not be allowed to enroll in future Honors-level courses in a particular field.

Dual Credit courses are designed to offer college course experience for students planning to attend a four-year university or two- year technical college. Dual credit courses will be recorded on the high school transcript and transfer to college.

Advanced Placement Program affords students the opportunity to engage in challenging and thought-provoking courses around designated areas of interest (s) or strength(s) for students. AP courses allow students to delve deeply into the content and knowledge of a particular course. Student's mastery of the content is measured by both multiple choice and essay questions. All AP courses, in general, emphasize strong writing and communication skills, as well as critical and analytical thinking skills within the discipline. Universities across the United States recognize Advanced Placement courses as one of the best high school preparatory programs for college coursework and may award advanced standing in those courses based on the student's performance on the national AP exams.

<u>GRADE POINT CONVERSION CHART</u>
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The State Board of Education has revised the uniform grading policy for South Carolina's public schools. The new 10-point grading scale and the system for calculating Grade Point Averages and class rank went into effect for all students in the 2016-2017 school year, and it will remain for the 2019-2020 school year.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000

69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

SC CREDIT RECOVERY/RETAKING COURSES General Information

In accordance with the SC Uniform Grading Policy, credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. The term "Credit Recovery" refers to a block of instruction that is less than the entirety of the course. Credit Recovery targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course. Each district is required to develop and implement a Credit Recovery board policy that includes rules, regulations, and processes. Below are such policies of Dorchester District 4.

DORCHESTER DISTRICT 4 CREDIT RECOVERY RULES AND PROCEDURES POLICY

Admission to and removal from

- a. Students who make a grade of 50-59 will be given an opportunity to demonstrate proficiency in content or skill in order to obtain credit for the course (See Appendix A)
- b. Students must complete an application to take a credit recovery course includes parental notification and consent.
- c. Students will only be allowed to take 2 courses at a time in a given semester/school year, and will give up one instructional block of time on their schedule. Credit recovery courses taken during semester one or two must be completed within one academic school year. Credit Recovery courses taken in a summer session must be completed by August 15 to count in the current academic year for seniors only. All other grade levels taking a credit recovery may extend past August 15, but the course credit will be recorded in the next academic school year by the day of graduation to count during the spring graduation,
- d. Students who do not demonstrate proficiency in one on-line program at the end of the semester will be transferred into a different on-line platform
- e. Credit Recovery courses taken during semester one or two must be completed within one academic school year. Credit Recovery courses taken in a summer session must be completed by August 15 to count in the current academic year for seniors only. All other grade levels taking a credit recovery course in the summer may extend past August 15, but the course credit will be recorded in the next academic school year by the day of graduation to count during the spring graduation

Instructional Methodology /Curriculum

- a. Proficiency will be determined utilizing one of two methods
 - 1) Edmentum's *PLATO Courseware* - *PLATO Courseware* offers a range of rigorous and engaging courses through PLATO's Courseware. The program is offered online and students can work at their own pace to demonstrate mastery through the specific standards-based modules. Through the assistance of the school's curriculum specialist and teachers, the courses have been customized to determine necessary content for proficiency.
 - 2) SC Virtual School- SCVS offers a range of rigorous and engaging courses through the State Department of Education. The courses are offered online, and students have access to an actual classroom teacher. **Grading**

For transcribing the final grade in a credit recovery course, the following procedures shall be followed: (South Carolina Uniform Grading Policy April 11, 2017 Page 161)

- 1) The original failing grade will remain on the transcript but will be marked to not count in the GPA calculation if the student recovers the credit successfully.

- 2) A new course starting with the appropriate activity code, grades scale designation, and unit marker will be entered on the student record (i.e., 3024CRCW English 1-CR.) The new credit recovery course will be marked “CR” at the end of the course title in the student information system.
- 3) If a student passes the credit recovery course with a 60 or higher, the passing grade will be transcribed to the numeric grade equivalent to the GPA quality points of the student’s cumulative GPA at the time they complete the credit recovery course. For example, if the student’s cumulative GPA with the failing course grade included is 2.72, then the quality points applied to the “P” in the credit recovery course will be 2.72 or a grade of 77. If the student’s cumulative GPA is an “F,” then the grade entered for passing the credit recovery course is the lowest passing grade (60).
- 4) 4) A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.
- 5) Credit Recovery Courses with EOCEPs Students who are enrolled in courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262. Students will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option.

RETAKING A COURSE

Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a D or an F in that course. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. The student’s transcript will reflect both course instances. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who has taken a course for a unit of high school credit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. A student in grades nine through twelve, must retake a course by the end of the next school year or before the next sequential course (whichever comes first).

In such a case, only the highest grade will be used in figuring the student’s GPA. The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course; i.e., a student may not retake Algebra 1 after having earned credit for a higher level mathematics course (Geometry, Algebra 2)

SC HIGH SCHOOL LEAGUE ELIGIBILITY RULES FOR ATHLETES

While participating in athletics, a student must be a full time student as determined by guidelines set forth by the State Department of Education. A student who is repeating a course for which he has previously received credit cannot count this course as one required for eligibility. To participate in interscholastic athletic activities, students in grades 9-12 must achieve an overall passing average in addition to the following:

1. **To be eligible in the first semester** a student must have passed a minimum of five Carnegie units, applicable toward a high school diploma, during the previous year. At least two units must have been passed during the second semester or summer school.
2. **To be eligible during the second semester, the student must meet one of the following conditions:**
 - a. If the student met first semester eligibility requirements then he or she must pass the equivalent of four, 1/2 units during the first semester.
 - b. If the student did not meet first semester eligibility requirements then he or she must complete the equivalent of five, 1/2 units during the first semester.

In most cases on a traditional or AB block schedule, the following example would apply:

- If eligible first semester, must pass four subjects
- If not eligible first semester, must pass five subjects

In a 4 X 4 block schedule where units or $\frac{1}{2}$ units are granted at the end of first semester the following would apply:

- If eligible first semester, must earn 2 units
- If not eligible first semester, must earn 2 $\frac{1}{2}$ units

3. **Students must satisfy eligibility requirements in the semester preceding participation.**

- a. Credits earned in a summer school approved by the State Department of Education may apply for first semester eligibility. A maximum of two units per year may be used.
- b. Students eligible for a first semester sport will be permitted to complete that sport even if it extends into second semester. Under the current League program, this will apply to participants in basketball and wrestling in the high school and middle school programs.
- c. Academic deficiencies may not be made up through enrollment in extension or correspondence schools or adult education programs.

For additional information, please visit www.schsl.org

SOUTH CAROLINA HIGH SCHOOL ASSESSMENT INFORMATION

ACCESS FOR ELLS

States must administer an English language proficiency assessment to limited English proficient students in grades K through 12 in order to comply with the requirements of the No Child Left Behind Act of 2001, 20 USC 6301 et seq. (2002) The assessment administered for this purpose will be ACCESS for ELLs® through the World-Class Instructional Design and Assessment (WIDA) Consortium.

Students with limited English proficiency must continue to take ACCESS until they have scored at Level 5, Fully English Proficient. The Level 5 score must be from an ELDA grade 3–5 or higher test.

COLLEGE ENTRANCE EXAMINATIONS

Districts must provide students in grade 11 an opportunity to take a college entrance examination. Students may choose to take either the **ACT, the SAT**, or they **may opt out of taking either test**. Colleges and universities in South Carolina accept either score.

The ACT is a college entrance examination that consists of four sections: English, math, reading, and science. Rather than a total score, the ACT gives a composite, or average, score for the test.

The SAT is a multiple-choice test with verbal, writing, and math sections. The verbal portion of the SAT tests the student's vocabulary, verbal reasoning, and reading comprehension and writing. The math portion tests a student's ability to solve problems involving arithmetic reasoning, algebra, and geometry. The sum of both portions determines the total score.

While the SAT is a test designed to measure a student's aptitude for college work, the ACT is an achievement test that measures what has been learned in high school.

NOTE: Technical schools do not require ACT or SAT scores. They have their own entrance examinations. As a result, students planning to go to a technical school do not have to take the ACT or the SAT. In addition, students who plan to go directly into the work force or to a technical school do not need to take the ACT or the SAT.

CAREER READY ASSESSMENT

All students in grade 11 will be required to take the **WIN** Assessment. This assessment is administered by the Worldwide Interactive Network. More than 20 years of prevailing career readiness skills research consistently identifies mastery of core communication, reasoning, and problem-solving skills as required or highly recommended for most jobs across occupations and industries. The research further defines the standards for those core skills in terms of applied workplace math, workplace reading, and use of charts, graphs and similar workplace information. These are the standards that are the basis for the proctored assessments and earning the WIN Certificate.

WIN is comprised of THREE proctored assessments:

- Employers recognize or highly recommend a **Ready to Work** credential for jobs across occupations and industries to assess foundational skills in Applied Mathematics, Reading for Information, and Locating Information. Applied Mathematics - Measures workplace mathematical reasoning and problem-solving skills from basic addition, subtraction, multiplication and division to multiple math functions like calculating percentage discounts and markups. Reading for Information - Measures reading comprehension and reasoning skills when using written text on the job including memos, letters, directions, signs, notices, bulletins, policies and regulations. Locating Information - Measures comprehension and application of workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps and instrument gauges. Whether it's college, trade school, military, or the workplace, **Ready to Work Courseware** is ideal for measuring the level of readiness in foundational academic skills.
- **Soft Skills credential:** Proctored assessment that measures work habit skills such as cooperate with others, resolve conflict and negotiate, solve problems and make decisions, observe critically, and take responsibility for learning. **Soft Skills Courseware** helps learners develop and demonstrate attitudinal and behavioral skills that are essential to success in the workplace and school.
- **Career Readiness Courseware 2.0:** is the latest courseware powered by WIN Learning that helps prepare learners and job seekers for the ACT WorkKeys® job skills assessment. Whether it's college, trade school, military, or the workplace, WIN provides learners with the tools to prepare them for the road ahead.
- **WIN's College Readiness Courseware** gives learners an opportunity to evaluate their skills in Reading, Writing, English, and Mathematics. College Readiness Courseware is ideal for preparing learners to take an entry or placement test for admission to a post-secondary institution. Learners identify areas where further instruction is needed and are provided practice and assessment for reaching mastery. The courseware prepares learners with the necessary foundational skills in Pre-Algebra, Algebra, Geometry, Reading, Writing and English.

Students can earn bronze, silver, gold, and platinum level work-based certificates.

END OF COURSE ASSESSMENT PROGRAM

Four high school courses have a state mandated End-of-Course Exam, which count for 20% of the student's final grade. These courses are:

- **English 2 (Reading and Writing)**
- **Algebra I / AP Calculus**
- **Biology I/ AP Biology**
- **U.S. History and the Constitution/ /AP US History/AP Human Geography**
- **AP Computer Science**

PSAT and Pre-ACT

10th and 11th Grade students are required to take a pre-college entrance exam. This assessment has two primary purposes:

1) to introduce a student to the organization and types of questions found on an actual college-ready exam; and 2) to identify students for the National Merit Scholarship program.

Schools and districts currently choose one of the assessments to administer to all 10th graders. The assessment is usually given once a year in October.

SC-Alt Assessment

An Alternate Assessment on Alternate Achievement Standards (AA-AAS) is an assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general assessment program even with appropriate accommodations. As many students who participate in alternate assessment are non-graded, these students are assessed on grade-level content based on their age commensurate with the ages of students who are typically Gein the tested grades.

NEXT GENERATION

NEXT GENERATION is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, and mathematics. NEXT GENERATION is given to students seeking enrollment for dual credit courses. NEXT GENERATION has been used successfully to assess student preparedness for introductory credit-bearing college courses. NEXT GENERATION delivers immediate and precise results, offering both placement and diagnostic tests, to support intervention and help answer the challenges of accurate placement and remediation.

Students in Honors level courses are automatically identified to take the assessment; however, any student enrolled in high school may sit for the assessment if they wish to enroll in dual credit courses. Announcements for interest in the assessment will be made when the assessment window opens.

HIGH SCHOOLS THAT WORK

Woodland High School is a **High Schools That Work** site. **High Schools That Work** is the nation's first largescale effort to engage state, district and school leaders and teachers in partnerships with students, parents and the community to improve the way high school students are prepared for work and further education. HSTW provides a framework of goals, key practices and key conditions for accelerating learning and setting higher standards. It recommends actions that provide direction to schools as they work to improve academic and career/technician instruction at schools and at work sites. Key Practices for High Schools That Work are listed below:

- ❑ **High Expectations**-setting higher expectations and getting more students to meet them.
- ❑ **Career/technical studies**-increasing access to intellectually challenging career/technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the modern workplace and in preparation for continued learning.
- ❑ **Academics studies**-increasing access to academic studies that teach the essential concepts from the college preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems.
- ❑ **Program of Study**- having students complete a challenging program of study with an upgraded academic core and a major.
- ❑ **Work-based learning**-giving students and their parents the choice of a system that integrates school-based and work-based learning that spans high school and postsecondary studies and that is planned by educators employers and employees.
- ❑ **Teachers working together**-having an organization, structure and schedule giving academic and career/technical teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.
- ❑ **Students actively engaged**- getting every student involved in rigorous and challenging learning.
- ❑ **Guidance**-involving each student and his or her parents in guidance and advisement system that ensures the completion of an accelerated program of study with an in-depth academic or career/technical major.
- ❑ **Extra help**-providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.
- ❑ **Keeping score**- using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula, and instruction to advance student learning and to recognize students who meet both curriculum and performance goals.

<p>INSTRUCTIONAL PROGRAMS of STUDY GRADUATION PLANS</p>

Individualized Graduation Plans (IGP) & CAREER CLUSTERS

ALL INSTRUCTIONAL PROGRAMS OF STUDY AT WOODLAND HIGH SCHOOL ARE PROVIDED WITHOUT REGARD TO RACE, CREED, COLOR, SEX, NATIONAL ORIGIN, OR HANDICAPPING CONDITIONS

IGP

An IGP or Individual Graduation PLAN is roadmap to the student's future. Once a year, students will meet with their guidance counselor for their Individualized Graduation Plan meeting. At this meeting, the following will be discussed:

- 1) Students' post high school graduations plans (i.e., plans to achieve an Associate or Bachelor's degree, entering the armed forces, seeking industry certification, finding employment, etc.)
- 2) Students' outline of classes that should be taken, including core academic classes required for graduation and electives.
- 3) Out-of-class learning opportunities that students may want to pursue, such as job shadowing and or joining students organizations and clubs
- 4) The student's chosen career cluster

All students at Woodland High School will enter a program of studies based on their Individual Graduation Plan and their career goals. Students who plan to enter full-time employment upon graduation from high school are encouraged to enroll in a program that will provide competencies necessary for employment as well as flexibility for entering a post-secondary institution.

Students will not be "locked into" a program of studies. They only serve as a guideline that will enhance students' preparation to meet their career goals. Flexibility is allowed through electives, and substitutions can be arranged to meet the needs of individual students.

CAREER CLUSTER

Career Clusters are a way of organizing instruction and student experiences around broad categories of occupation from entry through professional levels, such as business or health services. Career clusters connect what students learn in school with the knowledge and skills they need for success in college and careers. Each career cluster identifies different pathways from secondary school to two- and four-year colleges, graduate school, and the workplace. South Carolina recognizes 16 career clusters; however, not all career clusters are offered at every high school or community. Career Cluster descriptions are below.

CAREER AND TECHNOLOGY EDUCATION (CATE)

Career courses are offered at both Woodland High School and the Dorchester County Career and Technology Center. Dorchester County Career & Technology Center, in conjunction with DD4 and DD2 offers students opportunities for career awareness and preparation by providing them with the technical knowledge and work related skills necessary to be successful in postsecondary education, training, and employment. Work based learning opportunities enable students to connect what they are learning to real-life career scenarios and choices. Students graduate with 21st Century industry certifications or licenses. Some of the available career majors are as follows:

***Agricultural Education**

Designed for high school and middle school students interested in pursuing careers in natural resources, environmental and agricultural careers.

***Architectural Design and Construction**

Architecture and construction courses can introduce students to the construction industry and related career fields in construction management, architecture, building construction inspection, and planning and design

***Arts, AV Technology and Communications**

Arts, AV Technology, and Communications skill standards address what a worker needs to know and be able to do and contribute to a safe, productive, and effective work environment.

***Business Management and Administration**

People with business skills are the ones that make the deals that build profitable companies that power the global economy.

***Cosmetology**

The DCCTC Cosmetology program is a 2-year program. Students will be eligible for state certification after completing 2 years.

***Culinary Arts**

The program of study allows for students to gain insights on the following: Chef, Food & Beverage Director, and Wait Staff.

***Diesel Engine Technology**

Diesel Engine Technology includes Heavy Equipment Operator, Marine Engine Technician, and Jet Technician.

***Education and Training Careers**

This program of study provides opportunities for students to develop skills that relate to the art of teaching.

***Emergency Medical Services**

Emergency Medical Transport, Fire and Rescue, Industrial Safety Team, and Mobile Intensive Care Technician are the careers underneath this career umbrella.

***Environmental & Natural Resources**

Careers underneath the career cluster includes the following: Conservation Land Manager, Soil and Water, Conservationist, Forester, DNR Officer, and Farmer. Students will develop skills related to the art of serving in the above capacities.

***Finance**

Financial Planning combines the skill sets of financial managers with that of a more relationship-oriented individual. From entry level billing clerks to CFOs of major corporations, everyone in this pathway enjoys math and most likely is skilled with computers and accounting software as well.

***Health Science Education**

/Health Science Education is a secondary program of study that promotes health career opportunities to students in grades 9-12. These students are eligible for CNA certification and further education in this career cluster.

***Hospitality and Tourism**

Hospitality and Tourism is designed to prepare students for entry-level employment in the travel and tourism industry.

Human Services

Majors within the Human Services cluster are designed to prepare students for entry-level employment in areas related to planning, managing, providing, and supporting human services such as child care services and food science technology and nutrition.

***Information Technology**

Information Technology careers involves the design, development, support, and management of hardware, software, multimedia and systems integration services.

***Law, Public Safety, Corrections, and Security**

The Law Enforcement Services program prepares students for entry-level positions in local, state, and federal law enforcement agencies and private security.

Manufacturing

Many Manufacturing jobs are so specialized, they require high levels of skills and training. Manufacturing is a highly competitive industry that continues to grow in South Carolina.

Marketing

The Marketing cluster includes courses and/or programs related to planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.

***Media Technology**

The career fields associated within this cluster are related broadcast and sound engineer, camera operator, film and video editor, and graphic designing.

***Science, Technology, Engineering, and Mathematics**

The Science, Technology, Engineering, and Mathematics Cluster incorporate career opportunities in all aspects of engineering and engineering technologies.

***Transportation, Distribution, and Logistics**

The Transportation, Distribution, and Logistics Cluster incorporate career opportunities in all aspects of Automotive Collision, Automotive Technology, Diesel Technology, Small Engine Technology, Warehousing, Material Handling, and Distribution and Logistics. **Welding**

Students will have access to learn about Welding, Soldering, and Brazing Machine Setter.

**majors offered at WHS and/or DCCTC*

For a complete listing of the careers, please visit the following website: <https://www.dcctc.org>

REGISTRATION PROCESS

Registration Process

Registration Process

General Information

The Curriculum Course Guide has been carefully prepared for students and parents. Please review this information carefully. Students will receive advisement from a guidance counselor to help them make appropriate selections. All students will be provided with a current transcript during a pre-registration period. It is important that each student take seriously the selection of courses for the next school year. In addition to providing required courses, each department attempts to offer elective courses that meet a variety of students' needs. However, students' interests (requests for courses), the availability of a properly certified teacher, and budget constraints determine which electives will be taught.

Based upon projected classroom enrollment, the school and school district make plans for the very best educational program possible, including decisions regarding teacher assignments, teaching positions, budget, room assignments, and services to students. Therefore, please give thoughtful consideration to course selections in order to avoid course change after the published deadline.

Course Registration

During the registration process, students are afforded an opportunity to:

- ❖ Participate in individual advisement with a counselor. ❖
Review course offerings in the school course catalog.
- ❖ Sign a waiver if his/her parent(s) disagree with the school's recommended course(s).

Registration Timeline

January	Begin IGP conferences with rising 9 th and 10 th grade students and their parents
February	Obtain Teacher Recommendations for current 9 th -11 th grade students
February	Distribute Pre-Registration/Verification Sheets to 9 th -11 th grade students
March	Registration for Rising 9 th Graders
May	All IGP conferences completed

Schedule Changes

Students are encouraged to choose courses carefully during the registration period. Students receive a verification form of their requests following the completion of the registration process. The verification form allows students to review their requests and make any appropriate changes prior to a deadline. Once the master schedule is defined, if there are conflicts with the courses students selected or if courses are dropped due to small numbers, students will be Registration Process

notified. Counselors then will discuss alternative course selections with the students, and students should submit a request for course change complete with parent signature to the Guidance Office.

No Preference Changes are made after the schedule change deadline. Changes are made if final grades, summer school, credit recover and/or Virtual High School completion necessitates the change. Additionally, course changes can only be considered under the following conditions:

- ❖ The student has passed a class that is listed on the schedule.
- ❖ The student has not passed a prerequisite course for a class that is listed on the schedule.
- ❖ The student is a senior and does not have a course required for graduation listed on the schedule.
- ❖ The student requests a change for health conditions. A doctor's statement must be provided prior to change.
- ❖ A class is cancelled.

When a request is made, a student will follow the original schedule until changes are approved by the principal, and a new schedule is received.

COURSE DESCRIPTIONS

ENGLISH

All high school students are required to earn four full credits in the prescribed English curriculum in order to receive a South Carolina high school diploma. If a student fails, he/she must repeat the course either in summer school (if it is offered) or the following year. A student will not be promoted to the next grade level until he or she has completed the grade level requirement for English.

The South Carolina College and Career Ready Standards for English Language Arts are designed to prepare South Carolina students to enter and succeed in economically viable career opportunities or postsecondary education for The standards are organized under the K-12 strands of Inquiry-Based Literacy, Reading-Literary Text, Reading Informational Text, Writing, and Communication.

English Core

ENGLISH 1 CP

1 Unit

Grade Placement: 9

Prerequisite: **English 1 Essentials**

This course is based on the South Carolina College and Career Ready Standards for English Language Arts, Grade 9. Ninth grade students develop skills in language through a sustained and structured study of contemporary literature. They learn to identify the characteristics that distinguish literary forms and can explain the influence a historical period has on the form, style, and point of view of a written work. Students synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Readings include consumer information and various bodies of research, often used for planned oral presentations. Student writings include expository, narrative, and argumentative essays, in addition to technical reports and business writing.

ENGLISH 2 CP

1 Unit

Grade Placement: 10

This course is based on the South Carolina College and Career Ready Standards for English Language Arts, Grade 10. Tenth grade students continue to develop skills in language through a sustained study of literature. They can explain the similarities and differences in literary structure and imagery as well as universal themes from literature of different cultures. Working with various genres of literature, students continue to synthesize, analyze, and critique reading selections and build an extended and specialized vocabulary. Students are challenged through the writing process to write narrative, expository, and argumentative essays. **An End-of-Course English 2** test will be given to every student enrolled in this course, and the score will count 20% of the final grade. The test includes reading and writing to respond to a Text Dependent Analysis.

ENGLISH 2 HONORS

1 Unit

Grade Placement: 9/10

Prerequisite: English 1 CP

English 1 Honors- Exemplary on PASS and 85 or greater in English 1, Teacher Recommendation

This course is based on the South Carolina College and Career Ready Standards for English Language Arts, Grade 10. Tenth grade students continue to develop skills in language through a sustained study of classical literature. They can explain the similarities and differences in literary structure and imagery as well as universal themes from literature of different cultures. Students continue to synthesize, analyze, and critique reading selections with depth in rigor, complexity, challenges, and creativity to foster growth for the advanced learner. Students also become competent at interpreting, comparing/contrasting, analyzing, and applying information from printed consumer materials. Student writings include expositions and demonstrate ideas, which are elaborated through word choice, vivid descriptions, and complex dialogue. They will critique professional and peer writing and utilize these analyses to refine their personal style.

ENGLISH 3 CP**1 Unit**

Grade Placement: 11

This course is based on the South Carolina College and Career Ready Standards for English Language Arts, Grade 11. Eleventh grade students extend their study of classical and contemporary literature through increasingly sophisticated readings. They become truly independent readers negotiating meaning and extending their vocabulary through a wide range of texts. Students develop a thorough understanding of the themes and different periods during the development of American literature.

ENGLISH 3 HONORS

Grade Placement: 10-11

1 UnitPrerequisite: **English 2 Honors, or 85 or greater in English 2 CP**

This course is based on the South Carolina College and Career Ready Standards, Grade 11. Eleventh grade students extend their study of classical and contemporary literature through increasingly sophisticated readings. They become truly independent readers negotiating meaning and extending their vocabulary through a wide range of texts. Students develop a thorough understanding of the themes and different periods during the development of American literature. They learn to evaluate the impact and use of literary elements such as conflict, irony, farce, imagery, figures of speech, and characterization. Students continue to synthesize, analyze, and critique reading selections with depth in rigor, complexity, challenges, and creativity to foster growth for the advanced learner. Student writing emphasizes a greater depth of information, accuracy, and a clear organization that supports the purpose of the writing. Sources of information are analyzed, synthesized and cited appropriately.

ENGLISH 4 CP**1 Unit**

Grade Placement: 12

This course is based on the South Carolina Curriculum Standards for Reading/English Language Arts, Grade 12. Twelfth grade students continue to extend their study of classical and contemporary literature through increasingly sophisticated readings. They flourish as independent readers continuing to negotiate meaning and extending their vocabulary through an even wider range of texts. Students understand the major literary forms and themes of British literature. They learn to explain how imagery and figures of speech appeal to the reader's senses and experience. They compare and contrast traditional and contemporary poets and dramatic elements of plays from many cultures.

ENGLISH 4 HONORS**1 Unit**

Grade Placement: 11-12

Prerequisite: **English 3 Honors, or 85 or greater in English 3 CP**

This course is based on the South Carolina Curriculum Standards for Reading/English Language Arts, Grade 12. Twelfth grade students continue to extend their study of classical and contemporary literature through increasingly sophisticated readings. They flourish as independent readers continuing to negotiate meaning and extending their vocabulary through an even wider range of texts. Students continue to synthesize, analyze, and critique reading selections with depth in rigor, complexity, challenges, and creativity to foster growth for the advanced learner. Students understand the major literary forms and themes of British literature. They learn to explain how imagery and figures of speech appeal to the reader's senses and experience. They compare and contrast traditional and contemporary poets and dramatic elements of plays from many cultures. Students write in a variety of genres and evaluate their work for effectiveness. They are able to synthesize and apply information from other sources to support their own writing. They effectively gauge the impact of their communication on the intended audience.

English Electives**ENGLISH 1 ESSENTIALS****½ Unit**

Grade Placement: 9

This course is designed as a “jump start” to mastering the South Carolina English Language Arts College and Career –Ready standards, Grade 9. It is required for all rising freshmen. Students will be introduced to the state’s writing requirement, a Text Dependent Analysis (TDA) at the high school level. They will obtain instruction in effectively analyzing text based on explicit and implicit meaning, understanding how to vary direct references from the text, use

strong organizational formats and transitions, use of precise language and vocabulary, and effectively use grammar and language conventions. In addition, they will learn strategies to closely read a piece of text in an effort to distinguish subtleties in literary forms and explain the influence a historical period has on the form, style, and point of view of a written work.

***CREATIVE WRITING CP**

½ Unit

Grade Placement: 9-12

This course is designed for students of average and above average verbal and writing abilities who are highly motivated to improve writing skills. Course requirement includes journal writing, recollections, poetry, drama, and fiction. Students will be required to be self-directed on independent projects and be able to revise and to edit in small groups.

***SPEECH**

½ Unit

Grade Placement: 10-12

This course is designed to help students think and speak coherently, to develop poise and self-confidence in front of other people and to develop speaking and listening abilities. Other topics covered include speech composition, delivery, research techniques, oral interpretation, and special forms of speaking skills.

***JOURNALISM 1**

1 Unit

Grade Placement: 10

Prerequisite: **English 1 and English 1 Teacher's Recommendation**

This course includes the development of writing skills through organization, effective style, and research. It is an introduction to the basic journalistic techniques needed to be successful in various journalistic styles and in specialized areas of professional writing. **Students may not schedule themselves for this course.**

YEARBOOK PRODUCTION 1

1 Unit

Grade Placement: 10-12

Prerequisite: **Recommendation of English teacher. Students may not schedule themselves for this course.** In this 21st century, cross curricular, project-based class, students work collaboratively by using technology such as digital cameras, photo editing software and Adobe InDesign or online design software to digitally produce a yearbook. Students use writing skills, communication skills and creativity to tell the story of the school community and peers in an engaging way. Students demonstrate knowledge of graphic design and think creatively when organizing information within the yearbook. In this college and career ready course, students think critically to meet deadlines, track goals and utilize multimedia to market and disseminate information that aligns with and models an actual business. Students must be able to work collaboratively with others, work under strict deadlines, work under high pressure, and be able to adjust to changes..

YEARBOOK PRODUCTION 2

1 Unit

Grade Placement: 11-12

Prerequisite: **Yearbook Production 1 and Yearbook Advisor's Approval**

Students will continue to the work of design, writing, editing, and page format. They may serve as leaders for Yearbook 1 students. **Students may not schedule themselves for this course.**

***YEARBOOK PRODUCTION 3**

1 Unit

Grade Placement: 12

Prerequisite: **Yearbook Production 2 and Yearbook Advisor's Approval**

This course is a continuation of Yearbook 2. Students study advanced techniques in staffing; layout; photojournalism; interviewing; and editorial, feature, and sports writing. **Students may not schedule themselves for this course.**

**Courses are only offered based upon student enrollment at the beginning of the academic school year.*

MATHEMATICS

All secondary school students are required to successfully complete four units of mathematics to receive a South Carolina High School Diploma. If a student fails, he/she must repeat the mathematics course in summer school or during the following school year. A student will not be promoted to the next grade level until he/she has completed the grade level requirements for Mathematics. **Important: Student may not enroll in two required mathematics courses at the same time during the school year without written permission from the principal.**

Today's math students are trained to use graphing calculators to increase their understanding of mathematical concepts and to insure that he/she achieves higher test scores on such tests as end-of-course, Career-Ready Assessment, The SAT and the ACT. Students may purchase their own calculators or the math department will have calculators available for students to use during class.

Math Core

ALGEBRA 1 CP

1 Unit

Grade Placement: 9

Prerequisite: **Algebra 1 Essentials**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. **The End-of-Course test must be given to every student enrolled in this course, and the score will count 20% of the final grade.**

ALGEBRA 2 CP

1 Unit

Grade Placement: 10-11

Prerequisite: **Geometry**

The fundamental purpose of this course is to build on student's knowledge of linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

ALGEBRA 2 HONORS

1 Unit

Grade Placement: 10

Prerequisite: **Geometry Honors**

This is a class designed for students who are enrolled in the honors math curriculum. The fundamental purpose of this course is to build on student's knowledge of linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. An emphasis is placed on inequalities, graphing, sequences, series, and problem solving. **Students may not register themselves for this course.**

GEOMETRY CP

1 Unit

Grade Placement: 10

Prerequisite: **Algebra 1 CP**

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

GEOMETRY HONORS**1 Unit**

Grade Placement: 9

Prerequisite: **Algebra 1 Honors**

This course is a college preparatory course in Euclidean Geometry. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Course is designed to strengthen the student's ability to reason inductively and deductively through proofs and problem solving. **Students may not schedule themselves for this course.**

PROBABILITY AND STATISTICS CP**1 Unit**

Grade Placement: 11-12

Prerequisite: **Algebra 1, Geometry, & Algebra 2 CP**

This course will explore statistics through career-related problems. Data analysis, tables, graphs, logic and probability will be covered. Problem-solving applications will be stressed throughout the course.

ALGEBRA 3 CP**1 Unit**

Grade Placement: 11-12

Prerequisite: **Algebra 1, Geometry, Algebra 2**

This course is designed to offer intermediate and advanced algebra content to students preparing for academic or technical careers. The topics studied will be functions, systems of equations, inequalities, the complex number system, mathematical modeling and conics. Upon successful completion of this course, the student should be prepared to take Pre-calculus.

PRE-CALCULUS HONORS**1 Unit**

Grade Placement: 11-12

Prerequisite: **Algebra 2 with a grade of "80" or better or completion of Algebra 3.**

This course includes a review of the basic terminology, concepts, skills, and applications of Algebra 2 and Geometry. Topics include polynomial and transcendental functions, trigonometric identities and equations, arithmetic and geometric sequences and series, and advanced graphing techniques.

AP CALCULUS SEMINAR*CALCULUS HONORS****1 Unit**

Grade Placement: 12

Prerequisite: **Pre-Calculus**

This course provides a review and extension of circular and trigonometric functions with an emphasis on limits, derivatives, and integrals. This course is highly recommended for students who are going to college and are interested in majoring in engineering, business, or science.

AP CALCULUS**2 Units**

Grade Placement: 11-12

Prerequisite: **Pre-calculus or Calculus CP and teacher recommendation**

This course is intended for students who have knowledge of college preparatory mathematics including algebra, trigonometry, and geometry. This course is designed as a college calculus class. **In May, students are required to take the AP Calculus Exam.** Students who score 3.0 or higher on this exam may receive credit at most major colleges and universities. A graphing calculator (TI-83+) is required.

Math Elective**ALGEBRA 1 ESSENTIALS****½ Unit**

Grade Placement: 9

This course is designed as a “jump start” to mastering the South Carolina Algebra 1 College and Career –Ready standards, Grade 9. This course builds on the conceptual knowledge and skills students mastered in earlier grades in areas such as algebraic thinking, probability, data analysis, and proportional reasoning.. In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Use of technological tools, such as hand-held graphing calculators will also be introduced.

**Courses are only offered based upon student enrollment at the beginning of the academic school year.*

SCIENCE

All secondary students are required to pass three units of laboratory Science, two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It's strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.

Science Core

INTEGRATED SCIENCE CP

1 Unit

Grade Placement: 9

Integrated Science serves as an entry-level science course covering basic concepts found in Earth Science, Biology, Astronomy, Physics, and General Inquiry. Students who do not meet SC PASS requirements in grade 6 or grade 8 will be required to take this entry level course. It is designed to serve as a foundation for other high school science courses. It is a laboratory course (minimum of 30% hands-on investigation) that integrates principles of biology, chemistry and physics. It emphasizes inquiry-based learning, process skills, and higher order thinking skills. Because experimentation is the basis of science, laboratory investigations are an integral part of this course. Investigative, hands-on lab activities that address the high school inquiry standards are central to effective instruction in this course.

BIOLOGY 1 CP

Grade Placement: 9-10

1 Unit

Prerequisite: **Meets or Exceeds Expectations on SC PASS (Gr. 6/8) or Integrated Science**

This introductory laboratory-based course is designed to familiarize the college preparatory student with the major concepts of biological science: the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; and behavior and regulation. This course provides numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through inquiry-based learning experiences. Investigative, hands-on lab activities that address the high school inquiry standards are an integral part of this course. **A state mandated End Of Course Exam must be given to every student enrolled in this course, and the score will count as 20% of the final course grade.**

BIOLOGY 1 HONORS

Grade Placement: 9-10

1 Unit

Prerequisite: **Meets or Exceeds Expectations on SC PASS (Gr. 6/8)**

This introductory laboratory-based course is designed to familiarize the college preparatory student with the major concepts of biological science: the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; and behavior and regulation. This course provides

numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through inquiry-based learning experiences. Investigative, hands-on lab activities that address the high school inquiry standards are an integral part of this course. **A state mandated End Of Course Exam must be given to every student enrolled in this course, and the score will count as 20% of the final course grade.**

BIOLOGY 2 CP

Grade Placement: 11

1 Unit

Prerequisites: **Biology I and Chemistry I or concurrent enrollment in Chemistry I**

This course is designed for students who plan to major in biology or medical sciences in college. It includes a study of biochemistry, cell structure and function, genetics, microbiology, physiology, growth and development, behavior, evolution, and the influence of biology on society.

AP BIOLOGY

2 Units

Grade Placement: 11-12

Prerequisites: **B+ or better in Biology, Chemistry, and Algebra 2.**

The AP Biology course is designed to be the equivalent of a two-semester introductory college biology course taken by biology majors. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The range and depth of topics covered, the type of laboratory work done, and the time and effort required of students is significantly different from a usual high school course. It includes the following Big Ideas: 1) The process of evolution drives the diversity and unity of life. 2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. 3) Living systems store, retrieve, transmit and respond to information essential to life processes. 4) And lastly biological systems interact, and these systems and their interactions possess complex properties. Labs are equivalent of those done by college students with special emphasis on experimental design and inquiry. This course is taught every day for one year. Students earn one AP credit for the course and one Honors credit for the lab. Note: Students enrolled in this course will take a comprehensive College Board exam in May. This course counts as a lab science.

CHEMISTRY 1 CP

Grade Placement: 11

1 Unit

Prerequisites: **Biology CP and Algebra I**

Chemistry will build upon the information covered in physical science. It will continue to build on concepts already established in the minds of students. The purpose of this college preparatory course, therefore, is to allow the students to discover and work with the relationships that are fundamental to chemical reactions and the structure of matter. It will provide the students with the tools needed to function with a greater working knowledge of chemistry and be prepared for the challenge of the more rigorous chemical principles typical of college and university courses. The lab experience will provide opportunities to master concepts, use problem-solving skills, and to apply those skills to real-world situations. Topics studied will include dimensional analysis, writing and balancing chemical equations, stoichiometric calculations, gas laws, atomic theory, the periodic system, chemical bonding, solutions and solubility, calorimetry and acid-base chemistry. Investigative, hands-on lab activities that address the high school inquiry standards are an integral part of this course.

CHEMISTRY 1 HONORS

Grade Placement: 11

1 Unit

Prerequisites: **Biology CP and Algebra 1**

Chemistry will build upon the information covered in physical science. It will continue to build on concepts already established in the minds of students. It will provide the students with the tools needed to function with a greater working knowledge of chemistry and be prepared for the challenge of the more rigorous chemical principles typical of college and university courses. The lab experience will provide opportunities to master concepts, use problem-solving skills, and to apply those skills to real-world situations. Topics studied will include dimensional analysis, writing and balancing chemical equations, stoichiometric calculations, gas laws, atomic theory, the periodic system, chemical bonding, solutions and solubility, calorimetric and acid-base chemistry. Investigative, hands-on lab activities that address the high school inquiry standards are an integral part of this course.

EARTH SCIENCE CP*1 Unit**

Grade Placement: 11-12

Pre-Requisite: **Biology I, Chemistry**

Earth Science provides students with a basic knowledge of the natural world that will serve as the foundation for more advanced secondary and postsecondary courses. It will provide students with science skills necessary for earth-science oriented technical careers. Units in this course include astronomy, the solid earth, the earth's atmosphere, the hydrosphere, and the paleo-biosphere. There is a strong emphasis on the use and development of inquiry skills through labs, hands-on activities, and classroom demonstrations.

PHYSICS HONORS

Grade Placement: 11-12

1 UnitPrerequisites: **Chemistry and Algebra II**

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. This course is designed to prepare students for the demands of a two- or four-year college degree program. The following topics are considered essential in a basic physics curriculum: Mechanics, Electricity and magnetism, Waves. Topics from modern physics (quantum physics, nuclear physics, etc.) are also included.

**Courses are only offered based upon student enrollment at the beginning of the academic school year.*

Science Elective***ANATOMY/PHYSIOLOGY HONORS****1 Unit**

Grade Placement: 11-12

Prerequisites: **Biology 1CP/Honors or Science Teacher Recommendation**

This course is designed to present the structure and the function of the human body in a detail not covered in traditional health or biology class. In addition to presenting the efficiency of the human body, the pathology is addressed. The student of the body is divided into organ systems and covered in a manner that is meaningful.

***FORENSIC SCIENCE CP**

Grade Placement: 11-12

1 UnitPrerequisites: **Biology 1 CP and Chemistry CP**

Forensic Science is a multidisciplinary science used to provide impartial scientific evidence for use in the courts of law. It draws from the principles of chemistry, biology, physics, geology, psychology, and social science. Students will learn how to identify boundaries of a crime scene and understand the principles of searching the crime scene for specific types of evidence, such as fingerprints and other forensic identifiable material.

**Courses are only offered based upon student enrollment at the beginning of the academic school year.*

SOCIAL STUDIES

All Secondary students are required to earn three units of credit in the social studies area to receive a South Carolina High School Diploma. American History, Economics, and Government are required. One other course of the student's choice is required to fulfill the social studies requirement for graduation; however, it is recommended all students take World Geography and World History to be prepared for the end-of-course test in US History.

Social Studies Core

AMERICAN GOVERNMENT CP

½ Unit

Grade Placement: 12

Prerequisite: **US History**

This course focuses on how government affects the lives of people through a study of the American political system, the *Constitution*, citizens' rights, and current affairs. The course is also an intense study of the background and structure of the various levels and branches of government in our American political system. The goal of this course is to develop responsible citizens in today's society.

*AMERICAN GOVERNMENT HONORS

½ Unit

Grade Placement: 12

Prerequisite: **US History, Teacher recommendation**

In United States Government, students examine the operation of major American institutions such as the presidency and the executive branch, the Supreme Court and lower courts, and the United States Congress. Study in the course focused on the functions of bureaucracy, the roles of the political parties, the actions of interest and advocacy groups and the impact of mass media. Teacher stretches students' critical-thinking and processing through in-depth questioning and complexity.

AP US HISTORY AND THE CONSTITUTION

1 Unit

Grade Placement: 11

Prerequisite: **None**

The focus of AP US History is the story of the American people from the period of the Mesoamerica civilizations to the present day – a span that includes the early Native Americans, the establishment of various European colonies, the creation of the United States as a new nation during the American Revolution, the territorial expansion to the West, the American Civil War and Reconstruction, the industrialization and immigration of the late nineteenth century, and the nation's developing role in world affairs in the twentieth and twenty-first centuries. Students will focus on the major ideas and themes of the time periods studied as well as the larger historical context. The teacher will use a variety of instructional practices to build the students background knowledge, such as simulation, discussion, & independent research, as well as teach historical thinking skills for the AP Exam in May. This course is designed to increase the critical thinking ability of the students and to create an appreciation of the American Experience, as well as prepare students for college level courses in History. Students earn one AP college credit for the course and one Honors credit for American History. **Note:** Students enrolled in this course will take a comprehensive College Board exam in May.

CIVICS/US HISTORY AND THE CONSTITUTION CP

2 units

Grade Placement: 11

Prerequisite: **World History**

This course covers the foundation of the United States to the present day. Topics covered include; the colonial period, the American Revolution, the founding and creation of the Constitution, westward expansion, the American Civil War and Reconstruction, Industrial Revolution & the Gilded Age, both **World Wars**. The Cold War, the Civil Rights Movement, and the Vietnam War. In this class you will be required to reason, think critically, summarize events, recognize cause and effect, and analyze historical trends. The purpose of the class is to instill in you a sense of what America was, what it is, and what it wants to be. When you leave this class at the end of the semester hopefully you will walk out with an understanding of the trials and obstacles that this country has faced in its young existence. **An end-of-course US History test must be given to every student enrolled in this course, and the score will account 20% of the final grade.**

CIVICS/US HISTORY AND THE CONSTITUTION HONORS

2 Units

Grade Placement: 11

Prerequisite: **Teacher Recommendation**

The focus of United States History and the Constitution is the story of the American people from the period of the Mesoamerica civilizations to the present day – a span that includes the early Native Americans, the establishment of

various Europeans colonies, the creation of the United States as a new nation during the American Revolution, the territorial expansion to the West, the American Civil War and Reconstruction, the industrialization and immigration of the late nineteenth century, and the nation's developing role in world affairs. Students will focus on the major ideas and themes of the time periods studies as well as the larger historical context. This course is designed to increase the critical thinking ability of students and to create an appreciation of the American Experience. **An end-of-course US History test must be given to every student enrolled in this course, and the score will account 20% of the final grade.**

ECONOMICS CP

½ Unit

Grade Placement: 12

Prerequisite: **US History**

This course stresses the principles of micro- and macroeconomics with some consumer awareness. One goal is to provide students with a thorough explanation of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the large economic system. Primary emphasis is placed on the nature and functions of producer markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

***ECONOMICS HONORS**

½ Unit

Grade Placement: 12

Prerequisite: **US History Honors**

The goal of Economics is to increase students' financial literacy and to sharpen their critical thinking and analytical skills related to the structure of the American economic system. The focus is on economic principles, with an emphasis on the efficient allocation of resources through the market forces of demand and supply. Students examine the principles of economics involving the production, consumption, and distribution of wealth in the market economy that is influenced by governmental policies. With regard to financial literacy, students are also given instruction in banking and financial institution, credit card and credit management.

WORLD GEOGRAPHY CP

Grade Placement: 9

1 Unit Prerequisite:

None

Both physical and cultural geography are studied, giving special attention to the divergent political, social, religious and economic patterns of the multiple cultures which share the earth. Emphasis is placed on learning and the development of the five themes of geography: location, place, movement, human environment interaction and region. Map-reading skills and the use of geographic models and geographic information systems will be an integral part of this course.

WORLD GEOGRAPHY HONORS

Grade Placement: 9

1 Unit Prerequisite:

None

The focus of World Geography is the physical and cultural characteristics of Earth. The course is organized systematically around the topics of region, physical earth dynamics, populations, culture, economic system, urban systems, political systems, and the environment. Critical thinking will be emphasized in this course, with stress placed on the development of spatial thinking skills and competency related to the five themes of geography: location, place, regions, movement, and human-environment interaction. Map-reading skills and the use of geographic models and geographic information systems will be an integral part of this course. The teacher will use a variety of instructional practices to build the students background knowledge, such as stimulation, discussion, and independent research.

WORLD HISTORY CP

Grade Placement: 10

1 Unit Prerequisite:

None

This course allows students to acquire a sense of chronology and develop an awareness of history from an American History perspective. It surveys the panorama of human history from the Enlightenment period to present day. Students will focus on the major ideas and the themes of the time periods studied as well as the larger historical context.

WORLD HISTORY HONORS

Grade Placement: 10

1 UnitPrerequisite: **Teacher Recommendation**

The focus of modern World History is the story of modern nation building, the rise and fall of empires, and the evolution of globalization from the period of the Enlightenment to the present day. Students will focus on the major ideas and the themes of the time periods studied as well as the larger historical context. A variety of instructional practices will be used to build the students' background knowledge, such as stimulation, discussion, and independent research. Course is designed to increase the critical thinking ability of students and to create an appreciation of the global community, culture, and the story of the human experiences in modern time.

AP WORLD HISTORY

Grade Placement: 10

1 UnitPrerequisite: **Teacher Recommendation**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP HUMAN GEOGRAPHY

Grade Placement: 9

1 UnitPrerequisite: **Teacher Recommendation**

In AP Human Geography: Introductory, college-level, human geography course. Students cultivate their understanding of human geography through data and geographic analysis as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

**Courses are only offered based upon student enrollment at the beginning of the academic school year.*

Social Studies Electives**PSYCHOLOGY CP****1 Unit**

Grade Placement: 11-12

Prerequisite: **None**

The study of Psychology examines the science of the human mind and its functions, especially those affecting an individual's behavior in a given context. Psychology is different from other social studies courses because it is connected to both the social sciences and the natural sciences, such as biology and chemistry. As a social science, psychology explores the influences of society on individual behavior and group relationships. As a natural science psychology looks for biological explanations for human behavior

SOCIOLOGY CP**1 Unit**

Grade Placement: 11-12

Prerequisite: **None**

This course studies the development, structure, and functioning of human society. Students will examine the sociological perspective to analyze some of society's greatest challenges. The study of sociology will look to examine how societies create culture, how individuals are socialized to culture, why social inequality and crime exists, the role of social institutions on individual lives, and the reasons behind social change. .

STREET LAW CP*1 Unit**

Grade Placement: 10-12

Prerequisite: **None**

Street Law provides practical information and opportunities for problem solving which helps students gain the knowledge and skills that they need in our law-inundated society. The course provides information, advice, and knowledge-building activities that are designed to supply students with the ability to analyze, evaluate, and in some cases resolve legal disputes. Students will explore topics such as the development of the legal system, criminal law, juvenile justice, torts, consumer/housing law, family law, and constitutional law on the overarching study of how the American legal system affects their lives.

CURRENT EVENTS & FOREIGN POLICY*1 Unit**

Grade Placement: 10-12

Prerequisite: **None**

This course is designed to introduce students to world affairs and how patterns of world history, current events, and foreign policy all steer nations in the direction of modern events. The course will use a variety of news media to explore major events in various regions of the world, as well as follow events that are continuing from before the beginning of the course. Current Events & Foreign Policy will exhibit the practices in how to explore current events, source material, and research background information to create an understanding of how and why certain world events play out. The goal of this course will be to enable students to research, follow, and intelligently discuss world events within the context of history, politics, and economics.

**Courses are only offered based upon student enrollment at the beginning of the academic school year.*

SPECIAL EDUCATION

Special Education instruction includes self-contained and resource classes. The district also offers an alternative diploma to the SC State High School diploma designed for special needs students. The diploma is designed of basic competencies in an academic, social and vocational curriculum that will lead to gainful employment and independence. To earn the DD4 Employability diploma, students must earn 24 credits in academics and vocational studies and develop a portfolio. Contents of the portfolio will include student work samples, resume, interest inventory, and competency checklists. Students who do not meet the requirements of the DD4 Vocational diploma will receive the district Certificate of Attendance.

RESOURCE STUDENTS

Students enrolled in Resource will earn the state high school diploma if they meet all SC graduation requirements.

STUDY SKILLS STRATEGIES**1 Unit**

Grades 9-12

This course will provide remedial help in the areas of basic reading, reading comprehension, written expression, basic mathematical and operations, reasoning. Resource class assignments vary instruction according to the students' special needs and IEP goals and objectives.

SELF-CONTAINED CLASSES**1 Unit**

The self-contained classes provide intense instruction in the areas of basic and life skills English, math, science, social studies, personal and social skills, and vocational/transition skills. Students enrolled in the moderate to severe self-contained classes may take the S.C. Alternate Assessment.

ENGLISH LANGUAGE ARTS 9 - 12**1 Unit**

Students in these courses develop reading skills as they apply in the real world and in the workplace. Students prepare their personal portfolios by including resumes, applications, and various letters, including letters of interest.

These courses may be semester or yearlong, depending on the student's course of study and are for juniors and seniors.

MATHEMATIC STRATEGIES 9 – 12

1 Unit

The focus of instruction in these classes is on consumer and work-related math skills. Students learn to establish and balance a checkbook and develop budgeting skills. These courses may be semester or yearlong, depending on the student's course of study and are for juniors and seniors.

EMPLOYABILITY GED ENGLISH AND MATH 11 – 12

1 Unit

These courses are offered to juniors and seniors who have exhibited an interest in and a commitment to taking the GED test after high school. Placement into these classes is based on previous classroom performance, MAP scores, and student motivation. Instruction in these courses is individualized based on the results of a teacher-administered GED pretest or the TABE test. The goal of these courses is to prepare students to be ready to enter Adult Ed with the skills necessary to pass the GED test. These are semester courses.

SCIENCES 9-12

1 Unit

These courses are semester courses and include Health, Life Science (biology), and Earth Science. These courses are based on the standards that are taught in the regular education classes and include hands-on applications.

SOCIAL STUDIES 9-12

1 Unit

These courses are semester courses and include instruction in Global Studies 1 and 2, U.S. History, and U.S. Government/Economics. These courses are based on the standards that are taught in the regular education classes and include hands-on applications.

SKILLS FO LIFE

Prerequisite: **Connected Academics**

This is a semester class that is offered primarily to sophomores. This course prepares students with the soft skills that they need in life. Students practice job interviews and discuss the importance of appropriate social skills and good hygiene. Students will use the MECA system to explore identified career interests through hands-on applications and to potentially determine their desired course of study at the Dorchester County Career and Technology Center (DCCTC). Students are encouraged to attend DCCTC during their junior and/or senior years.

WORLD LANGUAGES

All secondary students are required to pass one unit of foreign language to receive a South Carolina High School Diploma. Two units of foreign language are required for most state supported colleges and universities. The courses are designed for the student who is seriously interested in learning to communicate in the language. Check foreign language requirements for the college or university you plan to attend. Students who plan to attend a major college or university will need 3 years of the same foreign language to be considered for admission. No prerequisite needed for level 1.

SPANISH 1 CP

1 Unit

Grade Placement: 9-12

Prerequisite: **Spanish I taken in 8th grade must receive 85 or greater and Teacher Recommendation**

This course introduces students to the Spanish culture, develops listening, speaking and pronunciation skills, and fosters cross-cultural understanding. Reading and writing are also emphasized.

SPANISH 2 CP

1 Unit

Grade Placement: 9-12

Prerequisite: **Successful completion of Spanish 1**

This course reinforces the fundamental skills previously acquired in Spanish 1. The course expands listening and oral skills with more emphasis on reading, writing, and grammar, as well as presenting a continued study of Spanish culture.

SPANISH 3 HONORS

1 Unit

Grade Placement: 10-12

Prerequisite: **Successful completion of Spanish 2 and Spanish Teacher Recommendation** This course expands the skills previously learned in Spanish 2 and focuses on culture, advanced grammar, composition, and conversation, with an introduction to Spanish literature and history.

FINE ARTS

The Band Director is responsible for placing students in band and for approving students to be in the band. All band students are expected to take Marching Band 1st semester and Concert Band 2nd semester. Students may not place themselves in these classes. Students will be expected to perform in school programs. Music theory, ear training, music history and music appreciation are an integral part of the band classes.

BAND/MUSIC/CHORUS

BEGINNER BAND CLASS

1 Unit Beginning band is an ensemble open to anyone who wishes to learn to play an instrument, or current instrumentalist who wishes to learn to play a new instrument. Current instrument choices in this course are: *Flute, Oboe, Clarinet, Saxophone, Trumpet, French horn, Trombone, Baritone, Tuba, and Percussion*. Beginning band is a semester long course and upon completion, students will be eligible to be part of the advanced concert band ensemble. **Students will be required to purchase, or rent, an instrument and purchase a method book.** In the course students will learn the basics of music, including note name recognition, major scale, and rhythms up to the sixteenth note. Students will learn to write music, transcribe short melodies and perform in a concert at the end of the semester.

BAND LEVEL 1

1 Unit

Prerequisite: **Minimum of 1 year of Middle School Band**

BAND LEVEL 2

1 Unit

Prerequisite: **Minimum of 2 to 3 years of previous Band experience and/or Director Approval**

BAND LEVEL 3

1 Unit

Prerequisite: **Minimum of 2 to 3 years of previous Band experience and/or Director Approval**

BAND LEVEL 4**1 Unit**Prerequisite: **Minimum of 2 to 3 years of previous Band experience and/or Director Approval**

Band is the primary performing organization in the instrumental music department during the fall. The band performs music of a high degree and requires disciplined playing and structured practicing by students to be successful. The band will perform a winter concert.

CONCERT BAND**1 Unit**

Prerequisite: **Minimum of 2 to 3 years of previous Band experience and/or Director Approval** Concert band is the primary performing organization in the instrumental music department during the fall and the spring. The concert band performs music of a high degree and requires disciplined playing and structured practicing by students to be successful. The concert band will perform at the SCBDA Concert festival in the spring, perform a winter and spring concert, and travel to a music festival in the spring.

PERCUSSION ENSEMBLEPrerequisite: **None****1 Unit**

This course is open to anyone interested in playing marching and concert percussion instruments. This course is taken in conjunction with Marching Band. It covers the fundamentals of reading rhythms and notes, learning various techniques involved in playing sideline and marching percussion, and preparing concert band literature.

CHORUSPrerequisite: **None****1 Unit**

Students in grades 9 through 12 acquire sight singing skills, singing skills, listening skills, and performance skills. Vocal technique is refined to a higher degree of accuracy through many performances in a variety of ensembles, as well as, classroom work. Advanced levels of music theory and history are studied and extended and advanced learner standards provide additional training for those students who excel.

MUSIC APPRECIATION**1 Unit**Prerequisite: **None**

This course covers the development of music from the Medieval Period to rhythm and blues and includes an inside look at the lives of the composers. Students will learn about the seven periods of music history and learn to recognize and differentiate between the composers and styles of each period.

ART/DRAWING**DRAWING CP****1 Unit**

Grade Placement: 9-12 Prerequisite:
None

This course is an introduction to two-dimensional design with main studio concentration in drawing and painting. This course is designed to provide students with fundamental knowledge of the various art forms, basic art concepts and terminology, basic art techniques, tools, materials, and art history.

2-D DESIGN CP**1 Unit**

Grade Placement: 10-12

Prerequisite: **Drawing**

This course is an individualized study of two- and three-dimensional designs with main studio concentration in drawing and painting. Job preparation, advertising design, art history, and the development of an appreciation for fine arts are included.

3-D DESIGN CP**1 Unit**

Grade Placement: 10-12

Prerequisite: 2-D Design

This independent study-style course is designed for the serious, highly motivated art student who has demonstrated mastery of basic art concepts, techniques, and terminology. Students will undertake art projects structured to develop and refine more deeply their concepts and skills.

ART 4 CP*1 Unit**

Grade Placement: 12

Prerequisite: 2 Art Credits

This independent study-style course is designed for the serious art student.

**Courses are only offered based upon student enrollment at the beginning of the academic school year.*

PHYSICAL EDUCATION & HEALTH/DRIVER'S EDUCATION

All secondary students are required to earn one unit of physical education or JROTC in order to receive a South Carolina High School Diploma. A portion of the physical education class time will be devoted to the instruction of health, as required by the State Department of Education.

PHYSICAL EDUCATION /HEALTH (FITNESS FOR LIFE)**1 Unit**

Grade Placement: 9-12

Prerequisite: None

Students must demonstrate competency in two movement forms and implement and document his/her program through participation in physical activities outside the physical education class, and design a nine-week program to maintain or improve personal fitness. **This course is required for graduation.**

PHYSICAL EDUCATION 2**1 Unit****Prerequisite: PE 1/Health**

This course is specifically designed for students who enjoy physical activity. Some activities in this course include continuing: basketball, ultimate Frisbee, badminton, and lifetime fitness activities. It is designed for the student to achieve and maintain a health-enhancing level of physical fitness.

WEIGHT TRAINING 1**1 Unit Grade**

Placement: 10-12

Prerequisite: Physical Education 1 and Recommendation of Coach

This course in weight lifting and strength training serves to maximize a student's personal wellness as well as to prepare for sports competition. This course will be offered to students who participate on athletic teams during the school year. Attention is given to a personal plan of fitness and individual strength conditioning.

WEIGHT TRAINING 2**1 Unit**

Grade Placement: 11-12

Prerequisite: Physical Education 1, Weight Training Recommendation of Coach

This course in weight lifting and strength training continues to work to maximize a student's personal wellness and prepare them for sports competition. Incorporated into this class is the study of nutrition, anatomy, principles of exercise, and safety. Students taking this course participate in activities which enhance flexibility and resistance of injury.

WEIGHT TRAINING 3**1 Unit Grade**

Placement: 12

Prerequisite: Physical Education 1, Weight Training 1 and 2 and Recommendation of Coach

This is an advanced rigorous course for responsible students serious about improving their strength, fitness or performance in various athletic activities. Students taking this course participate in activities which enhance flexibility and resistance to injury. These activities include, but are not limited to, running, weight training, and flexibility.

DRIVER'S EDUCATION ½ Unit Grade Placement: 10-12

Prerequisite: **Beginner's Permit**

This course is designed to teach good mental and physical driving skills. Proper physical techniques of handling an automobile and proper driving attitude will be emphasized. There will be thirty (30) hours of classroom instruction, six (6) hours of behind-the-wheel instructions, and six (6) hours of observation.

Varsity Sports

Grade Placement: 10-12

Prerequisite: **Coach's recommendation**

ARMY JUNIOR ROTC

The Army JROTC program is conducted in accordance with ARMY regulations and in conformity to local school regulations. These courses impose no military obligation upon the cadet outside or beyond the school environment.

AJROTC 1: INTRODUCTION TO LEADERSHIP EDUCATION TRAINING

(LET-1)

Grade Placement: 9-12

1 Unit

Prerequisite: **None**

This Army Junior ROTC entry-level course offers instruction in developing basic leadership skills while making students aware of their rights, responsibilities and privileges as American citizens. Leadership studies relate directly to wearing of the uniform, Army customs and courtesies, and basic drill skills. Cadets participate in weekly wellness activities and assessments.

AJROTC 2: INTERMEDIATE LEADERSHIP EDUCATION TRAINING

(LET-2)

Grade Level: 10-12

1 Unit

Prerequisite: **Successful completion of LET-1 and teacher recommendation**

This Army Junior ROTC course offers continuing instruction in developing intermediate leadership skills. Global and Cultural Studies introduces students to various regions of the world from a geographic, historical and cultural perspective. Global and Cultural Studies provides increased international awareness and insight into foreign affairs permitting a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world.

AJROTC 3 APPLIED LEADERSHIP EDUCATION TRAINING

(LET-3)

Grade Level: 11-12

1 Unit

Prerequisite: **Successful completion of LET-1 & 2 and teacher recommendation**

This Army Junior ROTC course offers continuing instruction in developing applied leadership skills.

In this semester course, Cadets practice learned communication, decision-making, personal-interaction, managerial, and organizational skills through overall management of the cadet corps

AJROTC 4 & 5

ADVANCED LEADERSHIP EDUCATION TRAINING

(LET-4)

Grade Level: 12

1 Unit

Prerequisite: **Successful completion of LET-1, 2 & 3 and teacher recommendation**

In this semester course, Cadets practice learned communication, decision-making, personal-interaction, managerial, and organizational skills through overall management of the cadet corps. Leadership studies fine tune communication skills. Top level cadet corps jobs provide a laboratory to experiment with newly taught leadership and management skills. Cadets participate in weekly activities and assessments.

BUSINESS MANAGEMENT & ADMINISTRATION/INFORMATION TECHNOLOGY

All secondary students are required to successfully pass one unit in computer science in order to receive a South Carolina High School Diploma.

ADVANCED WEB PAGE DESIGN AND DEVELOPMENT

1 Unit

Grade Placement: 10-12

Prerequisite: Fundamentals of Web Page Design and Development

This advanced course is designed to provide students with the knowledge and skills necessary to pursue careers in web design and development. Students will develop skills in advanced HTML and CSS coding, scripting, layout techniques, and other industry-standard practices. In Advanced Web Design and Development, students must be able to edit source code directly rather than using a WYSIWYG editor.

DIGITAL MULTIMEDIA

1 Unit

Grade Placement: 10-12

Prerequisite: **Integrated Business Applications 1**

This course covers multimedia concepts and applications utilizing text, graphics, animation, sound, video, and various multimedia applications in the design, development, and creation of multimedia presentations and publications within an interactive environment. Students will create a digital portfolio and other independent projects.

EXPLORING COMPUTER SCIENCE

1 Unit

Grade Placement: 9-12

Prerequisite: None

Exploring Computer Science is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand the tools and languages that might be used to solve particular problems. The goal of Exploring Computer Science is to develop problem solving and critical thinking skills within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

FUNDAMENTALS OF WEB PAGE DESIGN AND DEVELOPMENT

1 Unit

Grade Placement: 10-12

Prerequisite: **Digital Multimedia**

This course is designed to provide students with the knowledge and skills needed to design Web pages. Students will develop skills in designing, implementing, and maintaining a Web site using authoring tools. Successful completion of this course will prepare the student to take industry certification test(s).

INTEGRATED BUSINESS APPLICATIONS 1

1 Unit

Grade Placement: 9-12

Prerequisite: **Keyboarding or successful completion of state keyboarding proficiency exam**

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.

JAVA FUNDAMENTALS AND JAVA

1 Unit

Grade Placement: 9-12

Prerequisite: None

This Oracle designed curriculum introduces fundamental programming concepts and terminology in an engaging manner through creating of simple animations and interactive games using Object-oriented programming environments.

PERSONAL FINANCE CP

Grade Placement: 10-12

1 Unit

Prerequisite: **None**

This course is designed to introduce the students to basic financial literacy skills which include budgeting, obtaining credit, maintaining checking accounts, analyzing the basic elements of finance, computing payroll, recording business transactions, and applying computer operations to financial management. This class will allow students to become more aware of their control of their financial future. They will be able to make well-informed decisions in regards to their personal finances. Topics will include Credit Card management, Checking and Savings account management, Saving and Investing, Stock Market Tracking, High and Low risk investments.

AP COMPUTER SCIENCE

FAMILY AND CONSUMER SCIENCE/ EDUCATION & TRAINING

CHILD DEVELOPMENT CP

1 Unit

Grade Placement: 10-12

Prerequisite: **None**

This course is designed to help students develop skills in caring for and guiding young children through their social, physical, mental, and emotional development. This course will also help students to prepare for future roles and responsibilities in childcare.

FOODS AND NUTRITION CP

1 Unit

Grade Placement: 10-12

Prerequisite: **None**

This course is designed to teach the student the principles of nutrition and the relationship of nutrition to individual health and well-being. Teacher demonstration and guided laboratory experiences will enable students to gain skills in the selection, preparation, and care of foods.

TEACHER CADET (3 Hours Credit)

1 Unit Dual Credit

Grade Placement: 12

Prerequisite: **Teacher recommendation, 3.0 GPA, College Prep, Honors**

This course is designed to provide an introduction to the teaching profession for academically talented students who are considering the teaching field. Students will be exposed to many facets of education through current educational readings, class discussions, guest speakers, classroom observations, and actual presentations of short lessons in area schools. Students receive classroom instruction in the fall and participate in an internship in the spring in which they work for teachers at district schools. **Students may not schedule themselves for this course.**

HEALTH SCIENCE

SPORTS MEDICINE 1

1 Unit

Grade Placement: 10-12 Prerequisite:

This course emphasizes sports medicine career exploration and the prevention of athletic injuries, including the components of exercise science, kinesiology, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR), and AED use. Subject matter also includes legal issues, nutrition, protective sports equipment, principles of taping and wrapping, mechanisms of injury, and application of other sports medicine concepts. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course

HEALTH SCIENCE I

2 Units

Grade Placement: 10-12

Prerequisite: **None**

In this course students are provided an overview of healthcare history, cultural diversity, medical terminology, medical math, infection control, basics of the organization of healthcare facilities, and personal health and lifestyle choices. A major focus is placed on introduction to health careers, professionalism and employability skills. Students achieve an understanding of where healthcare has been, where it's going and how professionalism and personal characteristics impact their success. Students will be introduced to "Standard Precautions" and learn about confidentiality through HIPPA. They will discuss education levels, and requirements needed to be successful in a healthcare career. Students will participate in a career project, and will learn from guest speakers in the healthcare field. First-aid procedures and fire safety are introduced. The skills and knowledge that students learn in Health Science 1 serve to prepare them for future clinical experiences such as job shadowing or internships as they advance through the Health Science courses.

PLTW – SCEINCE, TECHNOLOGY, ENGINEERING, & MATH

INTRODUCTION TO ENGINEERING DESIGN CP

1 Unit Grade

Placement: 10-12

Prerequisites: **Successful completion of Physical Science, Algebra 2(B or better average) or concurrently enrolled in Algebra 2 with Teacher recommendation**

This course develops student problem-solving skills with emphasis placed on development of three-dimensional solid models. Students will progress from sketching simple geometric shapes to application of a solid modeling computer software package. Students will learn a problem-solving design process and how it is used in industry to manufacture a product. CAD will also be used to analyze and evaluate the product design.

PRINCIPLES OF ENGINEERING DESIGN CP

Grade Placement: 10-12

1 Unit

Prerequisites: **Introduction to Engineering Design, Geometry and Algebra 2**

This course helps students become aware of the field of engineering and engineering technology. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. Students in engineering teams apply technology, science and mathematical concepts and skills to create designs and solve engineering design problems. The course also includes concerns about social and political consequences of technological change.

DIGITAL ELECTRONICS CP

1 Unit

Grade Placement: 11-12

Prerequisite: **Introduction to Engineering, Principles of Engineering, Geometry and Algebra 2** This course in applied logic encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

CIVIL ENGINEERING AND ARCHITECTURE CP

1 Unit

Grade Placement: 12

Prerequisite: **Introduction to Engineering, Principles of Engineering, Digital Electronics, Algebra 3 or Pre-calculus**

The major focus of the Civil Engineering and Architecture (CEA) course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. The course provides freedom to the teacher and students to develop the property as a simulation or to students to model the real-world experiences that civil engineers and architects experience when developing property. Students will use Rivet, a state of the art 3D design software package from AutoDesk, to help them design solutions to solve their major course project.

OTHER ELECTIVES

EXTENDED LEARNING OPPORTUNITY CP

Grade Placement: 12

1 Unit

The Extended Learning Opportunity (ELO) program is for students interested in career exploration and a better understanding of the relationship between rigorous and relevant education and employment success. ELO provides internships for students who are interested in gaining exposure and experiences in their chosen career cluster or an

area of interest. Students must develop a career portfolio during the ELO. Students are screened by grades, attendance and discipline. Students enrolled in Career and Technology Programs will not be able to participate in this initiative because they will have an opportunity to enroll in the co-op program for their CTE discipline. Opportunities may be paid or non-paid. Students should meet with their career counselor to share their career plans and be sure they have time in their schedule to enroll in ELO. Students must be able to accrue a minimum of 90 hours for 0.5 credit or 180 hours for 1 high school credit. A maximum of two credits may be earned during high school. A student may not enroll in two Extended Learning Opportunity courses during the same semester.

SERVICE LEARNING CP

Grade Placement: 11 - 12

Students will be engaged in ongoing service by working with the front office staff, media center staff, guidance staff, or a classroom teacher to accommodate the needs of our customers. Students will learn to apply the basic communication and relationship skills based on The 10 Habits of Successful Work Ethic. They will be exposed to a diverse population which will include but are not limited to parents, transfer students, district officials, college representatives and business professionals. Students will be introduced to skills relevant to working in a busy office which had a high demand for great customer service. Credit will be awarded based on the student's demonstration of academic and civic learning.

SOUTH CAROLINA GOVERNOR'S SCHOOL FOR SCIENCE AND MATH

ACCELERATE COURSES AND REQUIREMENTS

Grade Placement: 9 – 10

Pre-Enrollment Requirements: 8 - 9

Students who apply for admission to Accelerate must have completed Algebra 1 prior to their 9th grade year. By the end of their 9th grade year, all students must have completed Algebra II.

Recommendations for 10th Grade Year

****In their junior (11th Grade) year, students begin taking dual-enrollment courses. Because students earn college credit for these classes, which are more difficult than traditional high-school courses, the Accelerate program makes the following recommendations:**

Students are highly encouraged to take general chemistry at their home schools during the 10th grade year.

If possible, students are encouraged to take geometry at their home schools prior to or during their 10th grad year.

Students are highly encouraged to take English III (or comparable course) at their home schools during their 10th grade year.

Required Accelerate Courses for 10th Grade Year

Pre-engineering (year-long Honors)

Pre-calculus (year-long Honors)

Elective (Optional)

Computer Science 110 (dual-enrollment)

Required Accelerate Courses for 11th Grade Year

Fall Semester

Math 222 Continued: Calculus 1 (year-long dual-enrollment)

General Chemistry 102 and Lab (dual-enrollment)

Engineering 102: Engineering Disciplines & Skills (dual-enrollment)

English 101: English Composition and Rhetoric 1 (dual-enrollment)

Spring Semester

Math 222 Continued: Calculus 1 (year-long dual-enrollment)
General Chemistry 102 and Lab (dual-enrollment)
Engineering 141: MATLAB Programming (dual-enrollment)
English 102: English Composition and Rhetoric II (dual-enrollment)

Electives (Optional)

Biomedical Engineering (Honors)
Mechanical and Aerospace Engineering (Honors)

Required Accelerate Courses for 12th Grade Year

Fall

Math 223: Calculus II (year-long dual-enrollment)
Physics 203 and 203L: Calculus Physics I and Lab (dual-enrollment)
Engineering 115: Engineering Design and Modeling (dual-enrollment)
English 215D: Writing in STEM (dual-enrollment)

Spring

Math 223 Continued: Calculus II (year-long dual-enrollment)
Physics 204 and 204L: Calculus Physics II and Lab (dual-enrollment)
English 220: Truth and Consequence (dual-enrollment)
Senior Project (Honors)

Electives (Optional)

Biomedical Engineering (Honors)
Mechanical and Aerospace Engineering (Honors)

TEAM UP

Teaching, Engaging, and Advancing Minds for Undergraduate Preparedness

TEAM UP is an application-based high school engineering program for 10th-, 11th-, and 12th-grade students in the state of South Carolina. Through a series of gateway courses, students learn fundamental problem-solving skills, gain exposure to various engineering fields, develop an understanding of the engineering design process, and acquire STEM content knowledge. TEAM UP also aims to provide students with information that will help them make thoughtful decisions about their future college studies and careers. Most courses within TEAM UP are delivered through live interactive video-conferencing. Additional courses consist of asynchronous online coursework and weekly one-hour synchronous webinars.

TEAM UP students must live in South Carolina and attend Woodland High School. Students must also have successfully completed Algebra II by the end of their 9th-grade year.

For additional information, please visit: <https://www.scgssm.org/teamup>

DRONE SCHOLARS PROGRAM

AINautics DRONE SCHOLARS PROGRAM

Grade Placement: 10 - 11

Drone Scholars Curriculum is an interdisciplinary program sequenced into four (4) courses that provides students with an overall perspective of the commercial drone industry. It prepares students with work-based learning, leadership and organizational, soft, and hands-on skills, real-world, and service-learning opportunities. Each course aligns with the Small Unmanned Aircraft Systems (sUAS) Certification, NextGen, and International Standards of Technology

Education (ISTE) Standards to prepare them to become college and career ready. Students go through various formative and summative assessments while making them for the Federal Administration Aviation (FAA) 107 Part A Exam. The curriculum aligns with eleven (11) of the sixteen (16) career clusters.

Course Objective

Students will be able to complete the requirements of this program with a 70% score or higher and be ready to take the FAA 107 Part A exam.

Course Sequence

Course One: Prep I – Theory “Drone Certification Prep”

This course is an introduction that will provide the developmental history of drones, regulations, career outlook, ethical considerations, and a basic understanding of UAS (Unmanned Aircraft Systems) operations. By the end of the course, students will successfully prepared to take the FAA Part 107 Certification Exam with Remote Pilot rating.

Course Two: Prep II – Application “Drone Engineering”

This course is a course that helps students understand the concept of drone-software alignment to solve real-world problems. Students will continue to develop their operations skills as they determine which UAS is appropriate for different scenarios or projects. The course projects require students to apply Crew Resource Management (CRM) concepts in a collaborative UAS team environment. This course will also introduce hands-on drone design projects, flight operations, and flight simulation. By the end of the course, students will successfully prepared to take the FAA Part 107 Certification Exam with Remote Pilot rating.

Course Three: Prep III – Drone Maintenance and Management

Course three demonstrates how to apply engineering principles, computer science, and mathematical concepts to solve real-world problems using autonomous technology. Students will apply Pythagorean Theorem and programming languages such as Blocking Coding, Python, or C++. This course contains up to (3) projects that include topics found in the courses Prep I and II. Students should be able to master the operational skills sets after a series of rigorous team scenarios.

Course Four: Prep IV – Advanced Drone Operations/Intern

Course four, the CAPSTONE course, prepares students for entry-level positions into the drone industry by providing skills in small Unmanned Aircraft Systems (sUAS) mission management using UAS platforms. Students will develop and conduct drone operations similar to those commonly performed within the commercial drone industry. The goal for Prep IV is to ensure students gain a minimum of 60 hours of (OJT) on the job training equivalent to academic course work credit.

Course Length

One day per week (subject to change per partnership)

90-minute block

16-18 sessions per session

Prerequisites

2.5 or higher cumulative GPA

Minimal disciplinary infractions

Be a student in good standing in previous coursework

Have a maturity level to excel in advanced coursework

Complete student application

DORCHESTER COUNTY CAREER AND TECHNOLOGY CENTER

Dorchester County Career & Technology Center (DCCTC) Dorchester County Career & Technology Center in conjunction with Dorchester School District Two offers students opportunities for career awareness and preparation by providing them with the technical knowledge and work-related skills necessary to be successful in postsecondary

education, training, and employment. DCCTC's effective, high-quality programs are collaboratively aligned with college and career-readiness standards as well as the needs of employers and industry. They provide students with a curriculum that combines integrated academic and technical content and strong employability skills. Work based learning opportunities enable students to connect what they are learning to real-life career scenarios and choices. Students graduate with industry certifications or licenses with 21st-century skills that prepare them for in-demand occupations within high-growth industry sectors. DCCTC's career programs make education more relevant to students through personalized, contextual and rigorous learning, while preparing students for continuing education at the postsecondary level and for successful careers. Local employers play a critical role in career/technical programs, providing both career mentoring and work-based learning opportunities for students. In turn, career/technical programs provide employers with the skilled workforce they need to be competitive. **Vision Statement:** Dorchester County Career and Technology Center will be the leader in career and technology education providing a highly skilled and employable workforce capable of continued technical education at the highest level. **Mission Statement:** Dorchester County Career and Technology Center is committed to providing our students with career skills through comprehensive training for tomorrow's workforce.

ARCHITECTURAL DESIGN 1 CP 617000CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisites: Students should enjoy math & have passed or be enrolled in Algebra 1-B or Algebra 1

This course is intended to develop the basic skills for the completion of architectural design/CAD's two semester program. Skills developed in this course will promote students into a Computer Aided Drafting (CAD) career with emphasis in Architecture and Engineering. This course will introduce AutoDesk AutoCAD and Revit CAD programming through residential floor plans, elevation and sectional drawings, as well as, various construction plans and technical drawings to include freehand sketching. With virtually every career industry utilizing technical drawings to design or manufacture elements, this course is a must. Upon completion of this course with a passing grade of 78, or instructor approval, students may attend the Architectural Design 2 program to further their knowledge and skillset. This will include an opportunity for SkillsUSA competition training and AutoCAD User Certification opportunity. This course is also an option for the computer science credit required for a high school diploma. *A \$20 lab fee is required for this course.*

ARCHITECTURAL DESIGN 2 CP 617100CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Architectural Design 1 with a grade of 71 or above

This course is intended to enhance the existing skills attained in Architectural Design 1 to include preparation for an entry-level drafting position in the workforce or admittance into a post-secondary school. Students will extend their knowledge with CAD programming to include three-dimensional design and execution on our 3D printer and/or two-dimensional design and machining on our CNC machine. This course also prepares for SkillsUSA competition in Architecture Drafting or Technical Drafting pending student's desire and instructor's approval. With more emphasis in AutoCAD and/or Revit, students will have the opportunity, per instructor approval, to earn their AutoCAD User Certification (ACU) or their Revit Certification both recognized worldwide. CAD programming is used in various architectural and engineering fields, such as, surveying, civil engineering, electrical engineering, manufacturing, building construction, architect and landscape architect just to name a few. This career field's current salary range in South Carolina is between \$16.19 to \$41.02 per hour (www.onetonline.org). *A \$20 lab fee is required for this course.*

MEDIA TECHNOLOGY 1 CP 612400CD

Unit: 2

Site: Woodland High School

In this digital age, almost anyone with a digital video camera, a computer, and creative talent can put together a production. At the same time, those who win ongoing recognition for their work draw upon an understanding of the full production process. Although the modules emphasize studio and field production for broadcast television, what's presented in this course is applicable to a wide variety of audio- and video-based media. It's all pretty much the same once you know the basics.

Of course, it's desirable to have a full range of audio and video equipment to work with –and fortunately, at DCCTC, we are starting out with the necessary equipment needed. Our teaching is very much hands on! Camerapersons, journalists, writers, directors, producers, editors, graphic artists, lighting and even on-camera talent find that having a solid understanding of the tools and techniques of the entire process makes a major difference in the success of productions -- not to mention their careers.

The DCCTC Media Technology Course will help all students understand media, embrace all the concepts of media, and successfully use media whether they work for a TV station, advertising agency, or just creating the media package for their own businesses. In media technology, as in most of today's high-tech areas, *knowledge is power!*

MEDIA TECHNOLOGY 2 CP 612500CD

Unit: 2

Site: Woodland High School

Prerequisites: Media Technology 1 (Grade of 80 or better)

In Media Technology 2, teaching will be expanded to include emphasis on Adobe Photoshop and Microsoft Power Point software. Adobe Premiere will also be used extensively, and students will be aiming towards certification at this level.

This course will upgrade our instruction to creating our own in-house news show featuring school news, sports, and weather. Our TV studio setup will require up to 12 positions including anchors, camera personnel, directors, grips and lighting. Each student will be required to create a news package or project every two weeks which will be used in our news show. Our program will also integrate a speech course to help students with their own camera profile. This career field's current salary range in South Carolina is between \$8.32 to \$24.86 per hour (www.onetonline.org).

Arts, Audio-Video Technology and Communications Work Based Learning 529000CW

Unit: 1

Sites: DCCTC Dorchester and Woodland High School

Prerequisites: Senior and completer of career and technology program in the architectural design program and instructor recommendation

Seniors who have completed a career and technology program and desire work experience in a field related to architectural design or desire to further enhance their skills may enroll in a work based learning (WBL) course. Students should express their interest in enrolling to their instructor and counselor. Students desiring to work in a related field must provide their own transportation to work sites. *A \$20 lab fee is required for this course.*

BUILDING CONSTRUCTION 1 CP 606000CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

This course is part of the instructional program that prepares students to perform entry-level building construction tasks under the direction of a supervisor or an experienced craftsman. Primary instruction is given in basic carpentry, masonry, residential electricity, plumbing and safety practices. *There is a \$20 shop fee due at the beginning of each semester required for this course.*

BUILDING CONSTRUCTION 2 CP 606100CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Building Construction 1 with a grade of 70 or higher

This course provides in-depth instruction on floor systems, wall framing, roofing and brick masonry. Students learn to read and interpret blueprints, sketches and building plans. Students may be eligible to participate in cooperative work experiences or apprenticeships, which combine career and technology training with supervised work experience in business and industry. This career field's current salary range in South Carolina is \$11.53 to \$19.95 per hour (www.onetonline.org). *There is a \$20 shop fee due at the beginning of each semester required for this course.*

ELECTRICITY 1 CP 628700CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Electricity 1 students will learn introductory electrical skills for residential buildings in accordance with current national electrical codes. Areas covered in Electricity 1 include: basic and electrical safety, construction math, hand tools, power tools, blueprints, rigging, communication, employability skills and hand bending. All sections include multiple hands on projects. Students need a grade of 71 or higher to advance to Electricity 2. *A \$20 lab fee is required for this course.*

ELECTRICITY 2 CP 628800CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Electricity 1 with a grade of 71 or above

Electricity 2 students will move from small project boards to full scale rooms for all wiring projects. Areas covered in Electricity 2 include: Electrical theory 1 and 2, electrical test equipment, intro to NEC, raceways and boxes, conductors, electrical blueprints, and commercial, residential and industrial wiring. Completers of electricity 2 will have an opportunity to gain employment for summer work with an electrical contractor with the possibility of enrolling into the electrical apprenticeship program. Students need a grade of 81 or higher to advance to electricity 3. This career field's current salary range in South Carolina is \$10.67 to \$19.22 per hour (www.onetonline.org). A \$20 lab fee is required for this course.

ELECTRICITY 3 CP 628900CD

Units: 2

Grade: 12

Site: DCCTC Dorchester

Prerequisite: Electricity 2 (grade of 81 or higher and instructor recommendation)

The student's main objective in this course is to be placed on a jobsite for work based learning. In the classroom, the main objective is to teach the students commercial and industrial codes and electrical applications. Course instruction is more in depth in Electrical theory, National Electrical code and employability skills. DCCTC's goal is to have our students prepared for a simple transition from school to work. *A \$20 lab fee is required for this course.*

ELECTRICITY 4 CP 629000CD

Units: 2

Grade: 12
 Site: DCCTC Dorchester
 Prerequisite: Electricity 3 (grade of 81 or higher and instructor recommendation)

This course is offered only for students who are eligible for work placement with the DCCTC's school to work program. *A \$20 lab fee is required for this course.*

ARCHITECTURE & CONSTRUCTION WORK BASED LEARNING 669000CW

Units: 1
 Grade: 12
 Site: DCCTC Dorchester
 Prerequisites: Senior and completer of career and technology program in the construction trades and instructor recommendation

Seniors who have completed a career and technology program and desire work experience in a field related to architecture and construction or desire to further enhance their skills may enroll in a work based learning (WBL) course. Students should express their interest in enrolling to their instructor and counselor. Students desiring to work in a related field must provide their own transportation to work sites. *A \$20 lab fee is required for this course.*

WELDING TECHNOLOGY 1 CP 634000CD

Units: 2
 Grades: 10-12
 Sites: DCCTC Dorchester (Fall semester only)
 Prerequisite: Foundations and Structure of Algebra

Welders join metals using intense heat produced by electric arcs and special gases. Parts are fabricated and welded to produce structures such as buildings, ships, and bridges. This course will help students learn basic skills in the art of shielded metal arc as well as oxyacetylene cutting. Measurement and layout procedures are introduced along with proper tool usage and equipment safety. Students taking this course should enjoy physical activity, being creative, and doing detailed work. *A \$20 lab fee is required for this course.*

WELDING TECHNOLOGY 2 CP 634100CD

Units: 2
 Grade: 10-12
 Sites: DCCTC Dorchester (Spring semester only)
 Prerequisite: Welding Technology 1 with a grade of 71 or higher

Students completing this second semester welding program will have sufficient skills to gain entry-level employment in the job market. These skills include advanced techniques in shielded metal arc, v-groove, gas metal arc, and flux core arc welding, oxyacetylene cutting, plasma arc cutting, basic blueprint reading, identification of metal types, and layout and fabrication procedures. This career field's current salary range in South Carolina is \$13.86 to \$29.47 per hour (www.onetonline.org). *A \$20 lab fee is required for this course.*

WELDING TECHNOLOGY 3 CP 634200CD

Units: 2
 Grade: 12
 Sites: DCCTC Dorchester
 Prerequisite: Welding Technology 2 (*grade of 85 or higher and instructor recommendation*)

Welding 3 requires that the student must have passed Level 2 with an average of 85 and have the instructor's recommendation. Students will further welding skills in v-groove welds in all positions and fabrication of small projects. Projects will be awarded per instructor's discretion and student's skills level. Student's instruction will be geared toward on the job placement in welding. The student may be eligible for DCCTC's LIFE program (Learners in Field Experiences). *A \$20 lab fee is required for this course.*

WELDING TECHNOLOGY 4 CP 634300CD

Units: 2

Grade: 12

Sites: DCCTC Dorchester

Prerequisite: Welding Technology 3 (grade of 85 or higher and instructor recommendation)

The Welding 4 students will focus on fabrication and job placement. The student will sharpen their welding skills, employability skills, communication and soft skills as well as visit job sites, send applications, and prepare for interviews in preparation for a job through the LIFE program. Students must have ID and dependable transportation as well as their own welding personal protective equipment (PPE). The student may be eligible for the LIFE program. *A \$20 lab fee is required for this course.*

MANUFACTURING WORK BASED LEARNING (WBL) 649000CW

Units: 1

Grade: 12

Sites: DCCTC Dorchester

Prerequisites: Senior and completer of a Welding career and technology program at DCCTC and instructor recommendation

Seniors who have completed a career and technology program at DCCTC and desire work experience in a field related to their completed program or desire to further enhance their skills may enroll in a work based learning (WBL) course. Students should express their interest in enrolling to their instructor and counselor. Students desiring to work in a related field must provide their own transportation to work sites.

AUTOMOTIVE COLLISION REPAIR 1 CP 602000CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

This course is designed to instruct students in the repair and refinishing with some restoration of today's vehicles through the use of specialized tools and equipment. Areas of study will include automotive construction and restoration, body shop operations, safety, automotive tools and equipment, refinishing and customizing preparations, simplified metal straightening and repairs, abrasives, automotive paints, and paint applications equipment. Students will also be trained in the process of powder coating. Students interested in this field should enjoy the challenge of working with their hands to repair, remodel and customize automobiles and trucks. *A \$20 lab fee is required for this course.*

AUTOMOTIVE COLLISION REPAIR 2 CP 602100CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Automotive Collision Repair 1 with a grade of 71 or higher

Students in the second year will enhance their abilities to repair and customize from Auto Collision 1. They will "MIG" weld, use a plasma cutting torch, plastic welding and use of fiberglass, operate a unitized bench repair system, operate a downdraft paint booth, and refinish a vehicle using computerized paint mixing equipment. The student will use the latest in base/clear and urethane refinishing systems and will perform powder coating on various metals. The student will develop the attitudes, knowledge, and skills required in today's workplace. This career field's current salary range in South Carolina is \$10.42 to \$34.48 per hour (www.onetonline.org). *A \$20 lab fee is required for this course.*

AUTOMOTIVE COLLISION REPAIR 3 CP 602200CD

Units: 2

Grades: 11-12

Site: DCCTC Dorchester

Prerequisite: Automotive Collision Repair 2 with a grade of 80 or higher

In Automotive Collision Repair 3, students who have completed Auto Collision 2 are able to be placed on a job with a company in the auto collision industry under an apprentice status. Students receive credit for the class by working in an auto collision shop for a minimum of 3 hours per day. If a job is not available, students will work with the instructor as a class apprentice allowing students to help with setting up projects and assisting with Level 1 and 2 students. *A \$20 lab fee is required for this course.*

AUTOMOTIVE COLLISION REPAIR 4 CP 602300CD

Units: 2

Grades: 11-12

Prerequisite: Automotive Collision Repair 3

Site: DCCTC Dorchester

In Level 4, students who have completed Auto Collision 3 are able to be placed on a job with a company in the auto collision industry under an apprentice status. Students receive credit by working in an auto collision shop for a minimum of three hours per day and will utilize their skills to do body repairs and paint repairs. If a job is not available, students will work at DCCTC with the instructor as a class apprentice. These students will also assist the instructor in managing the students and be involved with more in depth projects. *A \$20 lab fee is required for this course.*

AUTOMOTIVE TECHNOLOGY 1 CP 603000CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

This course provides instruction in the components, systems, and repairs related to maintenance and light repairs on modern automobiles. The students learn to identify parts, explain system operations, and perform complete common service operations on braking systems, steering and suspension systems, and engine and transmission systems. Upon successful completion of all course objectives, the student should be qualified for an entry-level position in an automotive quick service business where minimal training and experience are required, or the continuation of training by enrollment in Automotive Technology 2. It is strongly recommended that the students have a valid driver's license for this class. *A \$20 lab fee is required for this course.*

AUTOMOTIVE TECHNOLOGY 2 CP 603100CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Automotive Technology 1 with a grade of 75 or higher and teacher recommendation

This course refines skills in areas including: brakes and MLR (Maintenance and Light Repair). Working closely with the Automotive Service Excellence (A.S.E.) standards, second semester students receive intense training in these particular subjects. This also offers students a greater chance in passing the A.S.E. test (along with 1-year work experience) which most of the automotive industry now requires. The students will have access to tools, equipment, and information on today's vehicles. Without direct supervision, students will be able to perform course objectives using logic and problem solving skills with emphasis on safety and proper techniques. Upon successful completion of all course objectives, the student should be able to secure employment in an entry level position in an automotive garage, new car dealership, or continue further education in a post-secondary automotive program or factory school.

This career field's current salary range in South Carolina is \$10.86 to \$29.65 per hour (www.onetonline.org). A \$20 lab fee is required for this course.

AUTOMOTIVE TECHNOLOGY 3 CP 603200CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Automotive Technology 2 with a grade of 75 or higher and teacher recommendation

The Automotive Technology program provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of this career cluster. The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the automotive industry: planning, management, finance, technical and product skills, underlying principles of technology, community issues and health, safety, and environmental issues. This program also includes a work based component depending on job availability. *A \$20 lab fee is required for this course.*

AUTOMOTIVE TECHNOLOGY 4 CP 603300CD

Units: 2

Grades: 11-12

Site: DCCTC Dorchester

Prerequisite: Automotive Technology 3 with a grade of 75 or higher and teacher recommendation

This course will continue with the skills and competencies learned in Automotive Technology 3 with more emphasis placed on work based learning. *A \$20 lab fee is required for this course.*

DIESEL ENGINE TECHNOLOGY 1 631000CD

Units: 2

Grade: 10-11

Site: DCCTC Dorchester

The Diesel Technology 1 program provides a broad foundation in the diesel repair field by preparing students for entry level positions in the field of heavy duty diesel vehicle repair. Students gain skills in engine repair, fuel supply and management, suspension and brakes, hydraulics systems operation, and lighting and instrumentation. Students learn the use of typical technician hand tools and gauges and how to accurately measure critical engine parts. Students will learn truck preventative maintenance tasks as well as exposure to all other technical areas of the vehicle. Shop safety is emphasized and stressed. Students entering this program should exhibit mechanical aptitude, the ability to read and follow instructions as outlined in service repair manuals, and enjoy precision work and problem solving. *A \$20 lab fee is required for this course.*

DIESEL ENGINE TECHNOLOGY 2 CP 631100CD

Units: 2

Grades: 11-12

Site: DCCTC Dorchester

Prerequisite: Diesel Technology 1 or Automotive Technology 1 with a grade of 71 or higher

In this course, students learn the function of engine components and principles of operation of a medium duty V8 diesel engine. They completely disassemble, measure and inspect critical engine wear parts, reassemble, start and monitor running engine performance parameters. Students will learn how to perform engine diagnostics. Students are challenged with more individual lab activities regarding vehicle preventative maintenance, transmission, steering, suspension, and brake systems. Shop safety is emphasized and stressed. This course is designed for students who want to pursue a career in the diesel technology industries. This career field's current salary range in South Carolina is \$14.75 to \$30.88 per hour (www.onetonline.org). Students who are or will be 18 by spring semester of their senior

year are eligible to take the Class A Commercial Drivers License (CDL) training at DCCTC leading to permit testing through the Department of Transportation. Upon obtaining the CDL permit, student may then enroll at Orangeburg-Calhoun Technical College to complete their CDL license. On average, having a Class A CDL license will increase the hourly rate an additional \$3.00 - \$4.00 per hour. *A \$20 lab fee is required for this course.*

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS WORK BASED LEARNING 679000CW

Units: 1

Grade: 12

Site: DCCTC Dorchester

Prerequisites: Senior and completer of a DCCTC career and technology program in Auto Technology, Auto Collision, or Diesel Technology with a grade of 80 or higher and instructor recommendation

Seniors who have completed a career and technology program at DCCTC and desire work experience in a field related to their completed program or desire to further enhance their skills may enroll in a work based learning (WBL) course. Students should express their interest in enrolling to their instructor and counselor. Students desiring to work in a related field must provide their own transportation to work sites. *A \$20 lab fee is required for this course.*

EMERGENCY MEDICAL SERVICES 1 CP 553100CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

This course is an Introduction to the Emergency Medical Responder program. It is designed as a skill-based training. Student/candidates will learn all of the basic emergency skills to function until emergency medical technicians and paramedics arrive. Moderate physical activity will be experienced by the student/candidates during indoor and outdoor training scenarios. *A \$20 lab fee is required for this course.*

EMERGENCY MEDICAL SERVICES 2 CP 553200CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Emergency Medical Services 1 CP with a grade of 80 or higher

This course is a continuation of EMS 1. Student/candidates will use the skills learned in EMS 1 and combine it with the course content to successfully work through real-life emergency scenarios and complete required patient contacts. Completion of the course will entitle the student/candidate to take the National Registry Emergency Medical Exam for certification. Completion will also allow the student/candidate to take the Emergency Medical Technician course. This career field's current salary range in South Carolina is \$11.58 to \$23.73 per hour (www.onetonline.org). A \$20 lab fee is required for this course.

HEALTH SCIENCE 1 CP 555000CD

Units: 2

Grades: 10-12

Curriculum Includes: Health Science 1 (555000CD) and Health Science 2 (555100CD)

Sites: DCCTC Dorchester & Woodland High School

This course is designed to familiarize students with healthcare career opportunities and assist them in acquiring entry-level knowledge and skills applicable to healthcare fields. Emphasis will be placed on selecting a healthcare career, recognizing healthcare facilities and methods of paying for healthcare, professional communication skills, safe work practices and the prevention of infection, and related medical terminology. Students can also participate in HOSA (Health Occupations Students of America), which is a student led organization and community service in healthcare. *A \$20 lab fee is required for this course.*

HEALTH SCIENCE 2 CP (Human Body Systems & Clinical Studies) 555100CD

Clinical Options: Nursing (CNA), Dental, Veterinary, or Medical Back Office

Units: 2

Grades: 10-12

Curriculum Includes: Health Science 3 (555200CD) and Health Science Clinical Studies (556000CD)

Sites: DCCTC Dorchester

Prerequisite: Health Science 1 CP with a grade of 75 or higher and teacher recommendation or completion of Sports Medicine 1 & 2 at their home high school **

** Students completing Sports Medicine 1 and 2 at their home high school are allowed to come to DCCTC for Health Science 2 and after successful completion of this course and state exam, can obtain their Certified Nursing Assistant (CNA) licensure.

**CPCT students must be a senior and turning 18 years old by June to participate in the clinical setting.

This course begins with core information in medical math, growth and development, death and dying, and nutrition. After completing the core, students will select one of the following components: nursing, dental, veterinary, or medical back office. Upon completion of the core modules, students will be placed in a local health care facility for a real world experience. During the course, the student will be instructed in cardiopulmonary resuscitation and have the opportunity to become CPR certified. *Students are also provided the opportunity to obtain their CNA (Certified Nursing Assistant) and/or CPCT (Certified Patient Care Technician) license.* This career field's current salary range in South Carolina is \$9.60 to \$16.03 per hour (www.onetonline.org). A \$20 lab fee is required for this course. DCCTC is a testing site facility for the Certified Nursing Assistant licensure exam. The cost for this exam is \$101.00. CNA and CPCT students are required to provide their own transportation to the clinical setting, provide immunization records, pay the \$26 fee for the SLED check, pay the \$25 for the 2-step PPD, and pass a drug screening.

HEALTH SCIENCE WORK BASED LEARNING 559000CW

Units: 1

Grade: 12

Sites: DCCTC Dorchester

Prerequisite: Senior and completer of a DCCTC career and technology program in health science and instructor recommendation

Seniors who have completed a career and technology program at DCCTC and desire work experience in a field related to their completed program or desire to further enhance their skills may enroll in a Level 3 course. Students should express their interest in enrolling to their instructor and counselor. Students desiring to work in a related field must provide their own transportation to work sites. *A \$20 lab fee is required for this course.*

COSMETOLOGY 1 CP 615000CD Units: 2

COSMETOLOGY 2 CP 615100CD Units: 2

Grade: 10-11

Sites: DCCTC Dorchester

Cosmetology courses are taken sequentially

Prerequisite for Cosmetology 2: Students must have a minimum grade average of 75 or higher in Cosmetology 1 and a minimum of 250 clock hours. Daily attendance is necessary for reaching the required Cosmetology State Board hours. Students are only allowed 5 absences per semester.

Cosmetology is the scientific study of the hair, nails, and skin. The course is designed to teach the student the basics of how to care for, cut, style, and chemically change the hair. The course also teaches the student the basic care of the skin and nails, which includes application of makeup and nail artistry. The first and second nine weeks are spent in the classroom training, with work being done on mannequins. Students are required to purchase a cosmetology kit through the school for each year of the program, which is approximately \$195 (\$20 lab fee included/fee is subject to change

each year). **State ID and Social Security card as well as required fees are due within the first 10 days of enrollment.**

COSMETOLOGY 3 CP 615200CD Units: 2

COSMETOLOGY 4 CP 615300CD Units: 2

Grade: 11-12

Sites: DCCTC Dorchester

Cosmetology courses are taken sequentially.

Prerequisite for Cosmetology 3: Cosmetology 2 with a grade of 75 or higher and a minimum of 500 clock hours

Prerequisite for Cosmetology 4: Cosmetology 3 with a minimum grade average of 75 or higher and a minimum of 740 clock hours

Daily attendance is necessary for reaching the required Cosmetology State Board hours. Students are only allowed 5 absences per semester.

Completer requirements: 1,000 Cosmetology hours and 540 Academic hours equaling 1,540 hours required and a minimum of 8 units to be a completer.

This course is a basic overview of Cosmetology 1 with emphasis on clinical work. Students will do clinical work on mannequins and clients. The clinical work will incorporate hair coloring, hair styling, hair cutting, facials, hair removal, and permanent waving. Cosmetology 1, 2, 3 and 4 are designed to teach and prepare students for the Cosmetology State Board Exam at the end of the senior year. Successful completion of 1,000 training hours and both written and practical portions of the State Board of Cosmetology exam results in State Certification as a Licensed Cosmetologist. Students will be required to purchase a \$170 kit restocking fee (\$20 lab fee included) for this course and are responsible for the cost of the state board exam, which is \$175 (fees are subject to change). *Students are also required to have a state picture ID, social security card and required fees within the first 10 days of enrollment in this course.* This career field's current salary range in South Carolina is \$8.13 to \$23.20 per hour (www.onetonline.org).

NAIL TECHNOLOGY 1CP (Nail Designs and Technology) 615401CD Units: 2

NAIL TECHNOLOGY 2 CP (Nail Designs and Technology) 615501CD Units: 2

Grades: 11-12

Site: DCCTC Dorchester

Daily attendance is necessary for reaching the required Cosmetology State Board hours. Students are only allowed 5 absences per semester.

This course is designed to prepare students to become licensed nail technologists. Students learn the art and science of nail technology that includes designing nails, adding extensions, acrylics, gels, wraps and dip powder application. This is a one year course, and upon successful completion of 300 training hours and passing the State Board of Nail Technology written and practical exams, students will receive their Nail Technologist license. Students are also encouraged to participate in field trips to enhance real world experiences and earn additional hours. This career field's current salary range in South Carolina is \$9.13 to \$25.13 (www.onetonline.org). **Students must have a nail technology kit purchased through the school, which is approximately \$195 (includes \$20 lab fee) and is subject to change each year. Students are also responsible for the cost of the state board exam, which is \$175 (fee is subject to change). Students are also required to have a state picture ID and a social security card as well as the required fees within the first 10 days of enrollment in this course.**

HUMAN SERVICES WORK BASED LEARNING 579000CW

Units: 1

Grade: 12

Sites: DCCTC Dorchester

Prerequisite: Senior and completer of a DCCTC career and technology program in cosmetology or nail technology and instructor recommendation

Seniors who have completed a career and technology program at DCCTC and desire work experience in a field related to their completed program or desire to further enhance their skills may enroll in this course. Students should express their interest in enrolling to their instructor and counselor. Students desiring to work in a related field must provide their own transportation to work sites. *A \$20 lab fee is required for this course.*

CULINARY ARTS 1 CP 572000CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

The DCCTC Culinary Arts Program is a fast forward program, allowing students to EARN COMPLETER CERTIFICATION IN 1 YEAR (STUDENTS CAN EARN 4 HIGH SCHOOL CREDITS IN 1 YEAR BY COMPLETING LEVELS 1 & 2). This course is a Gold Level ProStart Program that gets students ready to enter the constantly growing Hospitality Industry. Students will learn how to make everything from scratch, including biscuits, muffins, yeast breads, pizzas, pastas, cookies, soups, stocks and sauces. Also, students will learn many different cooking techniques to get you started on a Culinary Career in a fully equipped industrial kitchen. Students will work hands on to learn safety, sanitation and real world applications that will benefit in their job search. This class is always up, moving and eating and is like no other high school class you have ever experienced. *The program requires a \$20.00 lab fee.* A basic food and nutrition course is helpful but NOT required.

CULINARY ARTS 2 CP 572100CD Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Culinary Arts 1 with a grade of 71 or higher

The DCCTC Culinary Arts Program is a fast forward program, allowing students to EARN COMPLETER CERTIFICATION IN 1 YEAR (STUDENTS CAN EARN 4 HIGH SCHOOL CREDITS IN 1 YEAR BY COMPLETING LEVELS 1 & 2). This course is a Gold Level ProStart Program that continues from what students learned in Culinary Arts 1. After completion of Culinary Arts 2, students will be given the opportunity to achieve up to 12 college credit hours at The Culinary Institute of Charleston at Trident Technical College. In this course, students will continue their cooking adventure by learning to grill, sauté, deep fry, pan fry, braise, broil, poach, steam, boil and flambé, applying these techniques on steaks, chicken, fish, pork, shrimp and other shell fish. Students will learn to make the proper accompaniments to complete the meal with risottos, pastas, vegetables and sauces. Proper table service techniques are mastered by serving meals in the class and at school events. Students can gain experience in safety and sanitation and achieve the National ServSafe Employee Level Certification as well as the opportunity to be a National ProStart Completer both of which will be assets in the culinary field. This career field's current salary range in South Carolina is \$8.83 to \$16.79 per hour (www.onetonline.org). The instructor also chooses one student to represent DCCTC at the SkillsUSA culinary arts state level competition. *There is a \$20.00 lab fee and students need to keep their jacket and hat from Culinary Arts 1.*

BAKING & PASTRY CP Units 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Culinary Arts 1 with a grade of 71 or higher

The DCCTC Baking and Pastry Program is a fast forward program, allowing students to EARN COMPLETER CERTIFICATION IN 1 YEAR (STUDENTS CAN EARN 4 HIGH SCHOOL CREDITS IN 1 YEAR BY COMPLETING CULINARY ARTS 1 & BAKING & PASTRY). This course uses the basic techniques of measuring & baking that the student learned in Culinary 1 to advance their knowledge of the different types of doughs, pies, pastries, cakes, custards and sauces to mention a few. Students will learn to plate and garnish their delectable desserts and baked goods. Students will use formulas to create their baked goods and understand the actions that happen to make the recipe a success. The student will taste most of the ingredients in their natural state and then taste the ingredient in the finished product to better understand how to create their own recipes when they enter the industry. Students will make, display and serve desserts for certain events hosted at our school to give them a real world experience. The instructor also chooses one student to represent DCCTC at the SkillsUSA baking and pastry state level

competition. This career field's current salary range in South Carolina is \$8.88 to \$17.10 (www.onetonline.org). There is a \$20.00 lab fee.

HOSPITALITY & TOURISM WORK-BASED LEARNING 519000CW

Units: 1

Grades 11- 12

Site: DCCTC Dorchester

Prerequisite: Completer of career and technology program at DCCTC in Culinary Arts and instructor recommendation

The hospitality and tourism work-based learning course allows students to be placed in a position in the food service industry and receive high school credit and on the job experience. They can use this experience on their resume and have the opportunity to be hired permanently at their placement. This also gives students the opportunity for early enrollment at the Trident Technical College Culinary Institute, which allows them to begin college classes while they are still in high school. Students may also continue working in our culinary arts lab in a Sous Chef (2nd in command) position while performing demonstrations and learning leadership skills. Students should express their interest in enrolling to their instructor and counselor. *A \$20 lab fee is required for this course.*

EMERGENCY & FIRE MANAGEMENT SERVICES 1 (FIREFIGHTING) CP 651200CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

This course provides the basic skills necessary to get Firefighting personnel operational and performing the duties to save lives and property. Students will learn firefighter orientation and safety; fire behavior; portable extinguishers; protective equipment; search and rescue; ladders, fire hose, ropes and knots; building construction; and fire prevention and public education. This course satisfies the intent of the IFSTA (International Fire Service Training Association) standards for basic Firefighting. Successful completion of written and performance testing is required. *A \$20 lab fee is required for this course.*

EMERGENCY & FIRE MANAGEMENT SERVICES 2 (FIREFIGHTING) CP 651300CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

Prerequisite: Emergency & Fire Management Services 1 with a grade of 71 or higher

This course provides students with the knowledge and skills to meet the National Firefighter Standards of NFPA 1001. Subjects include fire streams, interior fire control, forcible entry, ventilation, salvage, overhaul, water supply, wild land firefighting and communications. Successful completion of written and performance testing is required. This career field's current salary range in South Carolina is \$10.45 to \$25.28 per hour (www.onetonline.org). A \$20 lab fee is required for this course.

Law Enforcement I CP 651000CD

Units: 2

Grades: 10-11

Site: DCCTC Dorchester

Law Enforcement I is an introductory level course designed to teach entry level requirements of a police officer. Instruction will include hands-on police drills, demonstration and some lecture. Students will learn the duties and responsibilities of the police, court and corrections. Included in this course are the historical development of the system and the study of landmark Supreme Court decisions that impact criminal justice. Students will participate in demonstrations of search and arrest techniques, Finger printing and gain an understanding of forensic science and how it is used in the field, along with investigative procedures used to solve crimes. Students will be required to wear a uniform and participate in physical exercises. *A \$20 lab fee is required for this course.*

Law Enforcement 2 CP 651100CD

Units: 2

Grades: 11-12

Site: DCCTC Dorchester

Prerequisite: Law Enforcement 1 with a grade of 71 or higher

Law Enforcement 2 is a continuation of Law enforcement 1, focusing on more advanced police officer techniques. Instruction will include more hands-on drills, demonstrations and some lectures. Students will learn report writing, felony traffic stops, testifying in court and many more police scenarios. Students will have the opportunity to become CPR certified in this course. Guest speakers from the law enforcement field will speak to students about their professions. Students will be required to wear a uniform and participate in physical exercise. This career field's current salary range in South Carolina is \$15.04 to \$28.59 per hour (www.onetonline.org). A \$20 lab fee is required for this course.

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY WORK BASED LEARNING 659000CW

Units: 1

Grades 11- 12

Site: DCCTC Dorchester

Prerequisite: Completer of career and technology program at DCCTC in Emergency and Fire Management Services or Law Enforcement and instructor recommendation

Students who have completed a career and technology program at DCCTC and desire work experience in a field related to emergency and fire management services or law enforcement can choose to further enhance their skills by enrolling in our work based learning course. Students will learn daily duties and participate in in-house training and public service events. Students should express their interest in enrolling to their instructor and counselor. Students desiring to work in a related field must provide their own transportation to work sites. Students will have the opportunity to join the Dorchester Dust Devils, DCCTC's clay sports team. *A \$20 lab fee is required for this course.*

Environmental and Natural Resources Management for the Work Place 1 CP 562800CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

This is an introductory course in ornamental horticulture and production agriculture. Students will learn fundamental skills relating to plant propagation from small-scale backyard gardening and landscaping to large-scale production agriculture and commercial nursery/greenhouse management for the season of the year in which they are enrolled. Students will work through the steps of planning, implementing, cultivating, harvesting, and evaluating various horticultural and agricultural operations. Students are encouraged to begin and/or expand their own home gardens and are provided plants through the program. Students will also be able to join the Dorchester Dust Devils, DCCTC's clay sports team. *A \$20 lab fee and \$10 FFA dues is required for this course.*

Environmental and Natural Resources Management for the Work Place 2 CP 562900CD

Units: 2

Grades: 10-12

Site: DCCTC Dorchester

This is the continuation of introductory course in ornamental horticulture and production agriculture. Students will continue learning fundamental skills relating to plant propagation from small-scale backyard gardening and landscaping to large-scale production agriculture and commercial nursery/greenhouse management for the season of the year in which they are enrolled. Students will work through the steps of planning, implementing, cultivating, harvesting, and evaluating various horticultural and agricultural operations. Students are encouraged to begin and/or expand their own home gardens and are provided plants through the program. This career field's current salary range

in South Carolina is \$9.23 to \$26.39 per hour (www.onetonline.org). Students will have the opportunity to join the Dorchester Dust Devils, DCCTC's clay sports team. *A \$20 lab fee and \$10 FFA dues is required for this course.*

Heavy Equipment Operation (Agriculture Mechanics & Technology for the Workplace I CP) 560400CD

Units: 2 Grades: 10-12

Site: DCCTC Dorchester

Equipment Operation and Maintenance CP 562100CD

Units: 2 Grades: 10-12

Site: DCCTC Dorchester

Prerequisite for Equipment Operation and Maintenance – Students must have a grade above 80 in Agriculture Mechanics and Technology for the Workplace 1 or teacher recommendation

The Heavy Equipment Operation program at DCCTC is a continuous, year-long class collectively worth 4 credits. Typical instructional activities include hands-on, immersive training through the use of SimLog heavy equipment simulators for the backhoe loader, bulldozer, hydraulic excavator, articulated wheel loader, and forklift. Students have the opportunity to work through these simulations independently in order to learn the fundamental operational techniques of each piece of equipment and to hone their critical thinking skills for the application of these machines in the construction and agriculture industries. After meeting the required performance standards in the simulator lab, students move to an active quarry site located off campus owned by Austin Construction. Under the supervision of equipment operators employed by Banks Construction, students learn basic safety, operation, and maintenance techniques for each of the four pieces of heavy equipment covered by the simulation software while gaining hours of valuable “real world” operational time.

This career field's current salary range in South Carolina is \$13.43 to \$27.01 per hour (www.onetonline.org). Students who are or will be 18 by spring semester of their senior year are eligible to take the Class A Commercial Drivers License (CDL) training at DCCTC leading to permit testing through the Department of Transportation. Upon obtaining the CDL permit, student may then enroll at Orangeburg-Calhoun Technical College to complete their CDL license. On average, having a Class A CDL license will increase the hourly rate an additional \$3.00 - \$4.00 per hour. *A \$20 lab fee and \$10 FFA dues is required for these courses each semester.*

Agriculture, Food, and Natural Resources, Work Based Learning 569000CW

Unit: 1

Site: DCCTC Dorchester

Prerequisites: Senior and completer of a DCCTC career and technology program in Agriculture, Food, and Natural Resources with a grade of 80 or higher and instructor recommendation

Prerequisites: Senior and completer of career and technology program in the Agriculture, Food, and

Natural Resources cluster and instructor recommendation Seniors who have completed a career and technology program and desire work experience in a related field or desire to further enhance their skills may enroll in a work based learning course. Students should express their interest in enrolling to their instructor and counselor. Students desiring to work in a related field must provide their own transportation to work sites. *A \$20 lab fee is required for this course.*

Community Connections

Armed Services

Army, Navy, Air Force, Marines, and National Guard offer scholarships and other educational opportunities for students. The Armed forces offer students the Career Directions Inventory and ASVAB testing. Guidance is responsible for the coordination of testing offered through the armed forces.

Berkeley Dorchester Counties Economic Development Cooperation

Project Bridge Program

Program to service economically disadvantaged youth, facing barriers to obtain a high school diploma. This program enables their participants to become proficient in basic educational skills, through a collaborative partnership with educators. Guidance is responsible for recommending students who meet the specified criteria for this program.

Upward Bound-Trident Technical College

Upward Bound is a federally funded program that provides information and support to help high school students excel academically. Guidance is responsible for recommending students who meet the specified criteria for this program. Guidance also assists with the coordination of college tours and other academic field trips.

Mental Health

The SC Department of Mental Health is dedicated to the development of school-based programs across South Carolina. The mission is to identify and intervene at early points in emotional disturbances and assist parents, teachers and counselors in developing comprehensive strategies for resolving these disturbances.

Guidance is responsible for coordinating school-based services that include individual, family, and group counseling. Crisis Intervention and Psychiatric Consultation. Guidance consults with mental health school based staff and offers staff development workshops.

Trident Technical College

TTC's **Smart Start Dual Credit** program allows eligible high school students to earn both high school and college credits by successfully completing college courses. In accordance with South Carolina state policy, students earn one unit toward their high school diploma for each three-semester-hour college course they successfully complete. Your performance in TTC courses taken for **dual credit** directly affects your high school records and graduation requirements.

