
# High School Course Catalog 2020-2021

# South Carolina School for the Deaf and the Blind
## Program of Studies
## 2020-2021

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

### MISSION STATEMENT

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

### VISION STATEMENT

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

### OUR VALUES

Education
Diversity
Accessibility
Teamwork
Partnerships
Relationships
Leadership
Character
Accountability
Independence

### STRATEGIC GOALS

**Goal 1:**
SCSDB will implement the Profile of the SC Graduate for students with sensory impairments by 2022.

**Goal 2:**
SCSDB will ensure students are served in a safe environment on campus in order to realize their maximum successes by 2020 through updated business continuity plans.

**Goal 3:**
SCSDB Division of Outreach Services will be the statewide leader for individuals who are deaf, blind, or sensory multi-disabled through expanded outreach services to meet the needs of all sensory impaired children across South Carolina.

**Applied Academic Center**
**Ms. Cherie Winkler, Principal**
355 Cedar Springs Road
Spartanburg, SC 29302
(864) 577-7759

**School for the Blind High School**
**Ms. Lou Thomson, Principal**
355 Cedar Springs Road
Spartanburg, SC 29302
(864) 577-7600

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

**School for the Deaf High School**
**Mrs. Jennifer Stanion, Principal**
355 Cedar Springs Road
Spartanburg, SC 29302
(864) 577-7743

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# ACADEMIC PLANNING AND INFORMATION

## EDUCATION AND ECONOMIC DEVELOPMENT ACT
### *Personal Pathways to Success*

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

The legislation calls for districts to:

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

## INDIVIDUAL GRADUATION PLANS

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

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

The IGP is part of the career planning process. It builds on the coursework, assessments, and counseling in middle and high school. The IGP is not intended to reflect all aspects of the high school experience such as extracurricular sports and clubs.

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

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

## ADVISEMENT AND REGISTRATION

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

## REQUIREMENTS FOR HIGH SCHOOL GRADUATION

| Subjects | Required Units |
|---|---|
| English | 4 units |
| Math | 4 units |
| Science | 3 units |
| US History & Constitution | 1 unit |
| Government/Economics | 1 unit |
| Other Social Studies Unit | 1 unit |
| Physical Ed or JROTC | 1 unit |
| Computer Science | 1 unit |
| Career Tech. or Foreign Language | 1 unit |
| Electives | 7 units |
| Total Units | 24 Units* |

# Core Courses for SCSDB Students

**9th grade:**

ELA: English I
Math: Foundations in Algebra
Science: Physical Science
SS: US/Gov't and Economics
PE or JROTC: PE 1
Comp: Fundamentals of Computing
Elective:

**10th grade:**

ELA: English II
Math: Intermediate Algebra
Science: Biology I
Other SS: World Geography or History
CATE course
Elective:
Elective:

**11th grade:**

ELA: English III
Math: Geometry
Science: Environmental Studies
SS: US History & Constitution
Elective:
Elective:
Elective:

**12th grade:**

ELA: English IV
Math: Algebra 2 or Probability & Statistics
Elective:
Elective:
Elective:
Elective:
Elective:

# Schedule Information

## Course Selection and Schedule Changes

A. All courses described in this book may not be offered every year. Courses are scheduled based on student requests, class size, and scheduling feasibility.

B. Alternate courses should be Numbered 1-7 as favorites. Also a signature of the current teacher teaching the course is required. Otherwise, if the electives chosen are not available, courses will be scheduled at the discretion of the principal.

C. Schedule changes will be limited. The drop/add period will be the first 5 days for a semester long course. For a yearlong course it is the first 10 days of school.

## Withdrawing From a Course

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

Students who withdraw from a course after the specified time of three days in a 45 day course, five days in a 90 day course, or ten days in a 180 day course shall be assigned a WF, and the F (as a 51) will be calculated in the student's overall grade point average.

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

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

- The student will receive a WP if he or she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he or she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 61.

If a student fails a course due to excessive absences, an FA will be recorded on his or her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 61.

## Retaking a Course

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

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

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

## Sequencing Courses

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

## Attendance

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

## End of Course Tests

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

## South Carolina Assessments

### South Carolina Act 155

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

### Career Assessment

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

# 10 Point Grading Scale

| 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 |

# CURRICULUM FRAMEWORK FAQ

**What are our Schools of Study?**

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

**What is a career cluster?**

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

**What is the purpose of career clusters? Clusters…**

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

**What is a major?**

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

School: Agriculture, Food, and Natural Resources

Cluster: Agriculture, Food, and Natural Resources

Majors: Horticulture, Plant and Animal Systems

**When do students declare a cluster (or major)?**

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

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

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

**Do all students have to declare a major?**

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

# *SCSDB*
## *Clusters & Majors*

**Agriculture, Food and Natural Resources**

- Plant and Animal Systems
- Environmental and Natural Resources Management

**Architecture and Construction**

- Carpentry

**Arts, A/V & Technology**

- Digital Art and Design
- Graphic Communications

**Education and Training**

- Early Childhood Education

**Human Services/Family and Consumer Sciences**

- Family & Consumer Sciences

**Information Technology Programs**

- Web and Digital Communications

**Transportation, Distribution and Logistics**

- Power Equipment Technology

**Arts, A/V & Technology**

- Visual and Performing Art, General

**Marketing**

- Marketing Communications

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

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

## Career Cluster: Agriculture, Food & Natural Resources

***Major*:** ***Plant and Animal Systems***

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

| **Required Core for Graduation** | **SAMPLE CORE CHOICES** ***For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.*** | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English** Four Units | English I | English II | English III | English IV |
| **Math** Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science** Three Units (Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies** Three Units (Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Four Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Agricultural and Biosystems Science*<br>❖ Small Animal Care*<br>❖ Agricultural Science and Technology<br>❖ Ag., Food and Natural Resources Work-Based<br><br>*(Required for Concentrator status*)* | |

## Career Cluster: Agriculture, Food & Natural Resources

***Major*: *Environmental and Natural Resources Management***

Environmental and natural resources systems managers develop an understanding and appreciation for nature and its habitats. They work to preserve native species while optimizing production of forest products and crops.

| Required Core for Graduation | SAMPLE CORE CHOICES<br>***For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.*** | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English**<br>Four Units | English I | English II | English III | English IV |
| **Math**<br>Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science**<br>Three Units<br>(Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies**<br>Three Units<br>(Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Four Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Environmental and Natural Resources Management*<br>❖ Wildlife Management*<br>❖ Agricultural and Biosystems Science<br>❖ Ag., Food and Natural Resources Work-Based<br><br>*(Required for Concentrator status*)* | ❖ Agricultural Science and Technology |

## Career Cluster: Architecture and Construction
***Major:*** ***Carpentry***

| Required Core for Graduation | SAMPLE CORE CHOICES<br>***For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.*** | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English**<br>Four Units | English I | English II | English III | English IV |
| **Math**<br>Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science**<br>Three Units<br>(Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies**<br>Three Units<br>(Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Four Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Carpentry 1*<br>❖ Carpentry 2*<br>❖ Carpentry 3<br>❖ Carpentry 4<br>❖ Architecture & Construction Work-Based<br><br>*(Required for Concentrator status*)* | ❖ Intro. to Construction |

## Career Cluster: A/V Technology and Communication

***Major:*** ***Digital Arts and Design***

| Required Core for Graduation | SAMPLE CORE CHOICES<br>***For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.*** | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English**<br>Four Units | English I | English II | English III | English IV |
| **Math**<br>Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science**<br>Three Units<br>(Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies**<br>Three Units<br>(Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Four Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Digital Arts 1*<br>❖ Digital Arts 2*<br>❖ Digital Arts 3<br>❖ Digital Arts 4<br>❖ A/V, Technology and Communication Work-Based<br><br>*(Required for Concentrator status*)* | ❖ Intro. to Graphic Communications |

## Career Cluster: A/V Technology and Communication

***Major:*** ***Graphic Communications***

| Required Core for Graduation | SAMPLE CORE CHOICES<br>***For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.*** | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English**<br>Four Units | English I | English II | English III | English IV |
| **Math**<br>Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science**<br>Three Units<br>(Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies**<br>Three Units<br>(Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Four Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Graphic Communications 1*<br>❖ Graphic Communications 2*<br>❖ Graphic Communications 3<br>❖ Graphic Communications 4<br>❖ A/V, Technology and Communication Work-Based<br><br>*(Required for Concentrator status*)* | ❖ Intro. to Graphic Communications |

## Career Cluster: Education and Training

### *Major:* *Early Childhood Education*

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

| **Required Core for Graduation** | **SAMPLE CORE CHOICES** *For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.* | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English** Four Units | English I | English II | English III | English IV |
| **Math** Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science** Three Units (Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies** Three Units (Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Four Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Early Childhood Development 1*<br>❖ Early Childhood Development 2*<br>❖ Education and Training WBL<br><br>*(Required for Concentrator status*)* | ❖ Child Development 1<br>❖ Child Development 2<br>❖ Family and Consumer Sciences 1<br>❖ Family and Consumer Sciences 2<br>❖ Food and Nutrition 1<br>❖ Food and Nutrition 2 |

## Career Cluster: Family and Consumer Sciences

***Major:*** ***Family & Consumer Sciences/Human Sciences***

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

| **Required Core for Graduation** | **SAMPLE CORE CHOICES**<br>***For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.*** | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English**<br>Four Units | English I | English II | English III | English IV |
| **Math**<br>Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science**<br>Three Units<br>(Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies**<br>Three Units<br>(Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Three Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Child Development 1<br>❖ Foods and Nutrition 1<br>❖ Family and Consumer Science 1<br>❖ Early Childhood Development 1<br>❖ Family and Consumer Science WBL<br><br>*(Any 2 consecutive courses are required for Concentrator status)* | ❖ Child Development 2<br>❖ Foods and Nutrition 2<br>❖ Family and Consumer Science 2<br>❖ Early Childhood Development 2<br>❖ Food Science 1<br>❖ Personal Finance |

## Career Cluster: Information Technology Programs
***Major:*** ***Web and Digital Communications***

| Required Core for Graduation | SAMPLE CORE CHOICES<br>***For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.*** | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English*** Four Units | English I | English II | English III | English IV |
| **Math** Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science** Three Units (Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies** Three Units (Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Three Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Fundamentals of Web Page Design and Development*<br>❖ Advanced Web Page Design and Development*<br>❖ Information Technology Work-Based<br><br>*(Required for Concentrator status*)* | ❖ Fundamentals of Computing<br>❖ Google Applications<br>❖ Integrated Business Apps 1 |

## Career Cluster: Transportation, Distribution and Logistics

***Major:*** ***Power Equipment Technology***

| Required Core for Graduation | SAMPLE CORE CHOICES<br>***For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.*** | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English**<br>Four Units | English I | English II | English III | English IV |
| **Math**<br>Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science**<br>Three Units<br>(Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies**<br>Three Units<br>(Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Four Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Power Equipment Technology 1*<br>❖ Power Equipment Technology 2*<br>❖ Power Equipment Technology 3<br>❖ Power Equipment Technology 4<br>❖ Transportation, Distribution, and Logistics Work-Based<br><br>*(Required for Concentrator status*)* | |

## Career Cluster: A/V Technology and Communication

### *Major: Visual and Performing Art, General*

Employees in the Visual/ Performing Arts are involved in the production of works experienced primarily through the sense of sight, such as paintings, drawings, photographs, fashion, music, drama, dance, standup comedy, and motion pictures. Employees in the Visual/Performing Arts include those who produce the works and those who support the production and presentation, such as curators of museums, art instructors, screenwriters, composers, choreographers, directors, stagehands, makeup artists, and others.

| **Required Core for Graduation** | **SAMPLE CORE CHOICES** *For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.* | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English** Four Units | English I | English II | English III | English IV |
| **Math** Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science** Three Units (Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies** Three Units (Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Four Units Required)** | |
|---|---|
| ❖ Art 1, 2, 3<br>❖ Photography<br>❖ 2-D Art<br>❖ 3-D Art<br>❖ Painting<br>❖ Printmaking<br>❖ Media Arts<br>❖ Digital Photography<br>❖ Music Appreciation<br>❖ Chorus<br>❖ Instrumental Music | Will not count for Career Readiness |

## Career Cluster: Marketing

### *Major: Marketing Communications*

People in the marketing communications pathway are experts in identifying and impacting opinions on given products or services. From retail salespeople to advertising executives, they are energetic ambassadors of their clients' brands.

| **Required Core for Graduation** | **SAMPLE CORE CHOICES**<br>***For additional college entrance requirements, refer to the college of your choice. Course selection will depend on satisfying prerequisites.*** | | | |
|---|---|---|---|---|
| | **9** | **10** | **11** | **12** |
| **English**<br>Four Units | English I | English II | English III | English IV |
| **Math**<br>Four Units | Foundations in Algebra | Intermediate Algebra | Geometry | Algebra II or Probability & Statistics |
| **Science**<br>Three Units<br>(Must include Biology) | Physical Science | Biology I | Environmental Studies | |
| **Social Studies**<br>Three Units<br>(Must include Gov/Econ and US History) | Government/ Economics | World Geography or World History | US History | |
| **Additional State Requirements** | Physical Education (one unit)<br>Computer Science (one unit)<br>Foreign Language or CATE (one unit)<br>Electives (seven units) | | | |

| **Required Courses for Major (Four Units Required)** | **Additional Course Selection Options** |
|---|---|
| ❖ Marketing* *(not currently offered at SCSDB)*<br>❖ *Advertising* (not currently offered at SCSDB)*<br>❖ Fundamentals of Web Page Design and Development<br>❖ Advanced Web Page Design and Development<br>❖ Marketing, Sales, & Service Work-Based<br>*(Required for Concentrator status*)* | ❖ Foundations of Computing<br>❖ Google Apps<br>❖ Integrated Business Apps 1<br><br>Will not count for Career Readiness |

# Course Descriptions

## ENGLISH COURSES

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

**English I** **302400CW**

Grade: 9

English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, and literary nonfiction) and informative/explanatory texts with a heavy emphasis on American works, specifically influential historical and literary works. All high school courses should include a focus on argumentative, informational and explanatory writing as previously noted. Opportunities for rich discussions and conversations should be provided regularly. Academic vocabulary, as well as other opportunities to explore the conventions of language, should occur frequently.

**English II** **302500CW**

Grade: 10

English II is an in-depth study of United States literature and literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. One play by an American dramatist should be included at a minimum. All high school courses should continue to include a focus on argumentative, informational and explanatory writing as previously noted. Opportunities for rich discussions and conversations should be provided regularly. Academic vocabulary, as well as other opportunities to explore the conventions of language, should occur frequently. ***Students are required to take an End-of-Course exam provided by the SC State Department of Education which counts 20 percent of the student's final grade.***

**English III** **302600CW**

Grade: 11

English III introduces global perspectives focusing on literary and informational texts from diverse cultures. Influential United States documents should be included. As described above, all high school courses should include a focus on argumentative, informational and explanatory writing as previously noted. Opportunities for rich discussions and conversations should be provided regularly. Academic vocabulary, as well as other opportunities to explore the conventions of language, should occur frequently.

**English IV** **302700CW**
Grade: 12
Prerequisite: English III or Principal's approval
English IV completes the global perspective initiated in English III. This global perspective should include one Shakespearean play, but should place a heavy emphasis on written and oral communication and presentation skills. All high school courses should include a focus on argumentative, informational and explanatory writing as previously noted. Opportunities for rich discussions and conversations should be provided regularly. Academic vocabulary, as well as other opportunities to explore the conventions of language, should be provided.

# MATHEMATICS COURSES

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

**Foundations in Algebra** **411600CW**
Grade: 9
Prerequisite: None
Foundations in Algebra is the first in a two-course sequence designed to prepare students for success in advanced mathematics courses. This course will provide a foundation in algebra and probability, building on the conceptual knowledge and skills mastered in the middle grades. The content of this course will concentrate on the areas of algebraic thinking, measurement, probability, data analysis, and proportional reasoning.

**Intermediate Algebra** **411700CW**
Grade: 10
Prerequisite: Foundations in Algebra
Intermediate Algebra is the second in a two-course sequence designed to prepare students for success in advanced mathematics courses. This course will provide a foundation in algebra and probability and statistics. Key concepts taught in this course are number and quantity, function theory, polynomials, quadratic equations and functions, radical functions, and statistics. ***Students are required to take an End-of-Course exam provided by the SC State Department of Education which counts 20 percent of the student's final grade.***

**Geometry** **412200CW**
Grade: 11
Prerequisite: Algebra 1 or Intermediate Algebra
Geometry concepts are introduced visually, inductively, and deductively by a variety of methods including (1) compass and straightedge constructions, (2) mental math, (3) computation with pencil and paper, and (4) computation with scientific calculator. Topics include inductive and deductive reasoning (proof), properties of polygons, constructions, transformations, area, volume, right triangles, similarity, and trigonometry.

**Probability and Statistics** **414100CW**
Grade: 12
Prerequisite: Geometry
This course introduces probability and statistics and includes topics in organizing and presenting statistical data, calculating measurements of central tendency, calculating probabilities, the binomial distribution, normal distribution, Central Limit Theorem, confidence intervals, hypothesis testing for large and small samples, linear regression, and correlation.

**Algebra 2** **411500CW**
Grade: 12
Prerequisite: Geometry
Algebra 2 extends the knowledge of all concepts studied in Algebra I and unifies them with those concepts studied in Geometry. Topics taught include basic algebra, linear equations, system of equations, inequalities, matrices, quadric equations, functions, powers, roots, and radicals. Topics introduced are the set of complex numbers, the conic sections, and rational exponents. If a student is planning on attending a 4-year college, this is a requirement.

# SCIENCE COURSES

**Physical Science** **321100CW**
Grade: 9, 10
This course is a traditional introduction to chemistry and physics. The intent of the course is to provide a foundation of study for upper level sciences such as Physics for the Technologies or Physics. Mathematical applications are introduced but not emphasized. Laboratory skills, measurement skills, and safety procedures are developed.

**Biology 1** **322100CW**
Grade: 10, 11
The student explores areas of cellular biology, genetics, ecology and evolution in this course. The course may include dissections as well as other laboratory exercises. **Students are required to take an End-of-Course exam provided by the SC State Department of Education. This exam counts 20 percent of the student's final grade.**

**Environmental Studies** **326100CW**
Grade: 11, 12
Environmental Science is an integrated course covering environmental and ecological concepts and issues. In a lab and field setting, the students will study how humans and other organisms affect and are affected by their environments. The course includes a study of environmental problems from biological, economical, and political contexts. Students will be asked to form and support their opinions about real-life environmental controversies. School environmental projects and field studies are part of the course.

# SOCIAL STUDIES COURSES

**Government** **333000CH**
**Economics** **335000CH**
Grade: 9
Government and Economics deals with the unique relationship between a democratic government and a capitalist economic system. Federal, state and local governments are closely examined to determine how our federal system works in the United States. Strong emphasis is placed on South Carolina government. Economics takes an in-depth look into the workings of the capitalist system that is used in the United States. Supply and demand, labor, taxation, money and banking, the Federal Reserve: Investments and the markets, unemployment and inflation, and international trade are extensively covered units.

**World Geography (BHS only)** **331000CW**
Grade: 10 or 12
Emphasis is placed on providing the student with an understanding of the major world regions and their relationship with the United States. The course will closely follow the guidelines established by the National Geography Standards. The ultimate goal is to stimulate interest in world events while fostering an attitude of tolerance.

**World History (DHS only)** **336000CW**
Grade: 10 or 12
The focus of World History involves the study of major civilizations of the past and their contributions to the world as it exists today. Students will analyze why, when and where civilizations developed, declined and influenced culture in the modern world.

**United States History** **332000CW**
Grade: 11
U.S. History is required by the state for graduation. This course is designed to provide a general survey of the major political, diplomatic, economic, and social developments in the United States since the settlement of North America. **Students are required to take the state End-of-Course exam. This exam counts 20 percent of the student's final grade.**

# PHYSICAL EDUCATION

***1 credit of PE or JROTC is required for graduation.***

**Physical Education 1** **344100CW**
Grade: 9
These courses are activity-based classes offering basic instruction in sports. There is a daily emphasis on physical exercise and the student is required to dress in PE uniforms.

**Physical Education 2 (semester course)** **344201CH**
This course will be an in-depth study of team sports. Skills, team strategies and rules of basketball, volleyball, soccer, softball, and football will be studied. Students will also research the origin and evolution of each sport. Students will participate in every sport, growing in an understanding and appreciation of the skill, strategy, and history of each sport. This course is an elective physical education course

**Physical Education 2 (semester course)** **344202CH**
This course will be an exploration of the lifetime benefits and participation in the skills of leisure games, including ping pong, badminton, tennis, and golf. Students will grow in the understanding of these activities and participate in performing the skills necessary to promote lifelong physical activity and enthusiasm for each one. This course is an elective physical education course.

# WORLD LANGUAGES

**American Sign Language 1** **368100CW**
This course explores of the fundamentals of the use of American Sign Language. Deaf Culture, Deaf Literature, and Deaf Storytelling will be key components of this course.

**American Sign Language 2** **368200CW**
Prerequisite: Approval of Instructor
This course explores of the fundamentals of the use of American Sign Language. Deaf Studies will be key components of this course.

**American Sign Language 3** **368300CW**
Prerequisite: Approval of Instructor
This course explores of the fundamentals of the use of American Sign Language. Deaf Literature and Literacy will be key components of this course.

# FINE ARTS

**ART 1** **350100CW**

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

**PHOTOGRAPHY 1** **456600CW**

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

**ART: PAINTING 1 (semester course)** **352500CH**

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

**ART: PRINTMAKING 1 (semester course)** **457100CH**

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

**ART APPRECIATION 1 (semester course)** **351100CH**

Grade: 11, 12

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

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

Grade: 11, 12

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

**CHORUS 1** **354100CW**
Grade: 9, 10, 11, 12
Prerequisite: Audition
This class is designed for the beginning choir student. A variety of styles will be performed. Special emphasis will be placed on vocal production and reading music notation, including sight singing. Repertoire for the developing voice will be provided.

**PERCUSSION** **458300CW**
Grade: 11, 12
Prerequisite: Audition
This course is designed for students with an interest in the performance of Caribbean Steel Drums. The ability to read and notate music is necessary. Participation in Introduction to World Percussion suggested. Students will experience various world cultures through an in-depth examination and evaluation of musical traditions influenced by culture, political, geographical, historical, and social trends. Permission of the instructor and audition required. After-school rehearsals should be expected.

# CAREER AND TECHNOLOGY EDUCATION (CATE)

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

**INTRODUCTION TO CAREER CLUSTERS** **28300000**
Grade: 7th grade (semester course)
Introduction to Career Clusters is designed to provide middle schools with a course in which students are introduced to career possibilities in the sixteen national career clusters adopted by the South Carolina Department of Education. Students will have an opportunity to explore job tasks and career opportunities in each cluster while identifying pathways from high school to post-secondary education and the workplace. Students will learn skills needed for success in college and careers with relevance to academic standards. This course is exposure to help each student gain an understanding of careers in order to assist in the development of an initial Individual Graduation Plan (IGP) in the 8th grade.

***FUNDAMENTALS OF COMPUTING** **502300CW**
Grade: 9 and above
This course is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem-solving skills to implement projects that are relevant to their lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Additionally, students will be introduced to computing careers and will examine societal and ethical issues of computing. ***This course will count for the Computer Science graduation credit.***

***FUNDAMENTALS OF WEB PAGE DESIGN AND DEVELOPMENT 503100CW**

Fundamentals of Web Page Design will guide students in the development of websites in a project-based, problem-solving environment. Students will learn the industry standard languages, HTML and CSS, which are used in every website on the web today. Students will learn how to create a portfolio of content-rich, well-styled websites. Successful completion of this course will prepare students for industry certification. NOTE: Websites created by students in this course are not to be published without following district guidelines.

***ADVANCED WEB PAGE DESIGN AND DEVELOPMENT 503200CW**

Web Page Design and Development is designed to provide students with the knowledge and skills necessary to pursue careers in web design and development. Students will develop an in-depth understanding and use of Hypertext Makeup Language (HTML), Cascading Style Sheets (CSS), JavaScript, layout techniques, and other industry-standard practices. In addition, students will learn scripting technologies to create dynamic and interactive websites. Students will maintain a professional quality portfolio of web design work. Successful completion of this course will prepare students for industry certification.

**PERSONAL FINANCE 513100CW**

Personal Finance introduces students to the fundamentals of personal finance, which include budgeting, credit and lending processes, maintaining accounts, evaluating investments, managing financial risk, computing taxes, and analyzing the basic elements of finance. Students will be exposed to the tools and knowledge to make sound financial decisions for life.

**GRAPHIC COMMUNICATIONS 1 620000CW**

Graphic Communication competencies require that students are competent in their overall understanding of the industry and its major operations, and have the fundamental measurement, math, and interpersonal skills needed for starting a career. The competencies are broken into 11 subsections: introduction, digital file preparation, image capture, color theory, digital file output, press operations, bindery operations, measurement, safety and first aid, basic math, and job application and interpersonal skills. All competencies are theory-based and require students to list, describe, identify, and/or calculate production-related issues, rather than actually demonstrate performance.

**DIGITAL ART AND DESIGN 1** **612000CW**
**DIGITAL ART AND DESIGN 2** **612100CW**
**DIGITAL ART AND DESIGN 3** **612200CW**

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

**YEARBOOK** **376900CW**

In this course, students will work with design, photography, writing, and each school to create the SCSDB yearbook.

**FOODS AND NUTRITION 1** **582400CW**

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

**FOODS AND NUTRITION 2** **582500CW**

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

**EARLY CHILDHOOD EDUCATION 1** **570000CW**

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

**EARLY CHILDHOOD EDUCATION 2** **570100CW**

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

**CHILD DEVELOPMENT 1** **580000CW**

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

**CHILD DEVELOPMENT 2** **580100CW**

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

**AGRICULTURAL AND BIOSYSTEMS SCIENCE** **569100CW**

Agricultural and Biosystems Science teaches essential concepts related to skills needed to pursue a career in a biotechnology field. Emphasis is placed on scientific research and development (R&D) and how it can be used to create future advancements in agriculture. Students will learn the basic principles of plant and animal science as well as the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety practices are included, and each student designs and participates in a supervised agricultural experience. Typical hands-on learning experiences include performing research on the basic principles of plant, soil, and animal science; studying and modeling the significance of humankind's interrelationship with soil, water, and air; and participating in Future Farmers of America (FFA) activities.

**ENVIRONMENTAL AND NATURAL RESOURCES MANAGEMENT** **562600CW**

Environmental and Natural Resource Management is the introductory course for the Environmental and Natural Resources Career Pathway. It is a combination of subject matter and planned learning experiences on the principles involved in the conservation and/or improvement of natural resources such as air, soil, water, land, forest, and wildlife for economic and recreational purposes. Instruction also emphasizes such factors as the establishment, management, and operation of land for recreational purposes. Typical learning activities include constructing a model watershed; identifying and/or measuring the levels of air, water, noise, and solid waste pollution in a selected site; participating in hands-on experiences with site analysis; evaluating competing interests; and analyzing biological and physical aspects of the environment and environment-related issues including methods of abating and controlling pollution. Students participate in personal and community leadership development activities, plan and implement a relevant work-based learning transition experience, and participate in Future Farmers of America (FFA) activities.

**WILDLIFE MANAGEMENT** **567400CW**

The Wildlife Management course is designed to be introductory course for the Environmental and Natural Resources pathway. The course is a combination of subject matter and planned learning experiences on the principles involved in the conservation and/or improvement of natural resources such as air, soil, water, land, forest, and wildlife for economic and recreational purposes. Instruction also emphasizes such factors as the establishment, management, and operation of land for recreational purposes.

**SMALL ANIMAL CARE** **561200CW**

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

**POWER EQUIPMENT 1** **630000CW**
**POWER EQUIPMENT 2** **630100CW**
**POWER EQUIPMENT 3** **630200CW**

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

**CARPENTRY 1** **609100CW**
**CARPENTRY 2** **609200CW**
**CARPENTRY 3** **609300CW**

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

**SC DRIVER PERMIT PREPARATION (semester course)** **3799040H**

Prerequisite: Must be 15 years old or older

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

**DRIVER EDUCATION (semester course)** **370100CH**

Prerequisite: Must have a South Carolina Driver's Permit

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