



High School Course Guide

2025 – 2026 School Year

South Carolina School for the Deaf and the Blind

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**Engaging, Empowering, and Equipping
our students for success!**

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

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GENERAL INFORMATION

PROFILE OF A SOUTH CAROLINA GRADUATE

The Profile of the South Carolina Graduate has been adopted and approved by the South Carolina Association of School Administrators (SCASA), the South Carolina Chamber of Commerce, the South Carolina Council on Competitiveness, the Education Oversight Committee (EOC), the State Board of Education (SBE), and the South Carolina Department of Education (SCDE) in an effort to identify the knowledge, skills, and characteristics a high school graduate should possess in the 21st century in order to be prepared for success as they enter college and/or pursue a career.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable
Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

At SCSDB, we share the vision of the SC Department of Education to ensure that every student meets the 21st Century Profile of the South Carolina Graduate. Our goal is to empower students to embrace opportunities and to live independently. At SCSDB, students prepare for college, employment, or home living upon graduation.

SOUTH CAROLINA HIGH SCHOOL COURSES OF STUDY

In South Carolina, there are three courses of study: 1) South Carolina High School Diploma Course of Study, 2) South Carolina High School Employability Credential Course of Study, and 3) South Carolina Functional Academic and Occupational Course of Study. The following information provides

some basic facts regarding these courses of study. Please note that the term “graduation” is used to denote the completion of any of these three courses of study and not the issuance of a high school diploma. Only one course of study results in a high school diploma.

South Carolina High School Diploma Course of Study

- Includes students with and without disabilities.
- Graduation requires 24 high school units including specific academic, assessment, and elective requirements.
- Graduation signifies successful completion of a traditional graded high school course of study which includes curriculum focused on preparation for college level academics and post-school employment.
- Students DO receive a high school diploma.
- Diploma students intend to attend a 2- or 4-year college, join the military, or enter the workforce following graduation.

South Carolina High School Employability Credential Course of Study

- Includes ONLY students with disabilities.
- Graduation requires 24 high school units including specific academic, assessment, and elective requirements.
- Graduation signifies successful completion of a modified graded option to a traditional high school course of study which includes curriculum focused on preparation for post-school employment.
- Students DO NOT receive a high school diploma.
- Credential students intend to enter the workforce following graduation.

South Carolina Functional Academic and Occupational Course of Study

- Includes ONLY students with disabilities.
- Graduation is not based on earning units.
- Graduation signifies successful completion of an alternative NON-GRADED option to a traditional high school course of study which includes curriculum focused on preparation for post-school employment and independent living.
- Students DO NOT receive a high school diploma.
- Functional Academic and Occupational Course of Study students intend to enter the workforce following graduation.

COURSE SELECTION PROCESS

Students in any of the three courses of study may register for the majority of the classes listed in this course guide as long as 1) The student’s IEP team determines the course is an appropriate placement for the student, and 2) the student has taken and passed the prerequisite course(s).

- Diploma students can take any courses from the credential course of study; however, the courses can only be coded as electives and do not count towards any of the diploma requirements other than elective requirements.

- Credential students who excel in a particular subject area can take courses from the diploma course of study which in turn can be substituted for the required credential courses. This decision should ONLY be made by the IEP team.
- Functional Academic and Occupational students who excel in a particular area can take courses from the diploma course of study and/or the credential course of study. This decision should ONLY be made by the IEP team.

At SCSD, the course selection process occurs during the fourth quarter of the school year.

- Students will have access to the digital and/or print course guide.
- Students are encouraged to read the course guide, consult teachers & parents, and meet with the guidance counselor before making decisions on which courses to take.
- Please note, all courses listed in this guide may not be offered every school year.
- All students in grades 9 – 12 are required to enroll in 7 classes each semester with most 1-unit courses scheduled for an entire school year and most 0.5-unit courses scheduled for one semester.
- Schedules are determined using graduation requirements; student transcripts; prerequisites; student requests; and/or input from teachers, IEP Teams, and guidance counselors.

WITHDRAWING FROM A COURSE

According to the [South Carolina Uniform Grading Policy \(SCUGP\)](#), with the first day of enrollment in the course as the baseline, students who withdraw from a course within five days in a 90-day course (0.5-unit course) or ten days in a 180-day course (1-unit course) will do so without penalty.

The 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 (Withdraw Passing) for the course. Students who withdraw from a course after the specified time of five days in a 90-day course (0.5-unit course) or ten days in a 180-day course (1-unit course) without administrative approval, shall be assigned a WF/50 (Withdraw Failing). The WF/50 will be calculated in the student's overall grade point average. Withdrawal limitations for virtual courses will be established by Virtual SC enrollment and withdrawal deadlines.

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:

1. 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.
2. 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.

Excessive Absences (Failure due to Absences): As noted in Regulation 43-274 VII(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. 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.

RETAKE A COURSE

According to the [South Carolina Uniform Grading Policy \(SCUGP\)](#), any student may retake a course at the same level of difficulty if the student has earned a D, F, FA, WF, or WP in that course. A student who has taken a course for a unit of high school credit prior to the ninth-grade year may retake the course at the same difficulty level regardless of the grade he or she has earned. 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. All course attempts from middle and high school will show on the transcript. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

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 or before the next sequential course (whichever comes first). 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). For all grade levels, all courses will remain on the transcript. However, only the highest grade will be used in figuring the student's GPA.

EDUCATION AND ECONOMIC DEVELOPMENT ACT (EEDA)

"Personal Pathways to Success" is a program designed to better prepare South Carolina students by improving career development, workforce development, and economic development for our citizens through early career planning and an individualized curriculum. The South Carolina General Assembly passed the South Carolina Education and Economic Development Act of 2005 (EEDA) to provide "for the development of a curriculum organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills" (S.C. Code Ann. § 59-59-10 et seq.). In addition to implementing a system of career clusters, EEDA requires school districts to implement 1) career awareness programs in elementary schools, 2) career exploration programs in middle schools, 3) career preparation programs in high school, and 4) an Individual Graduation Plan (IGP) program in grades 8 – 12.

INDIVIDUAL GRADUATION PLAN (IGP)

An Individual Graduation Plan (IGP) is a mandatory, annual conference between students in grades 8 – 12, school counselors, and parents/guardians. The IGP is designed to guide students toward their education, career, and employment goals, aligning coursework with post-secondary aspirations. According to EEDA, SECTION 59-59-140:

An individual graduation plan is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must: (1) align career goals and a student's course of study; (2) be based on the student's selected cluster of study and an academic focus within that cluster; (3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met; (4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning; (5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education; (6) incorporate provisions of a student's individual education plan, when appropriate; and (7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.

CAREER CLUSTERS

In order to provide a way for schools to organize instruction and student experiences around broad categories of occupations from entry through professional levels, the SC Department of Education (SCDE), via EEDA, developed a curriculum framework of sixteen career clusters of study:

- The [Agriculture, Food, and Natural Resources](#) career cluster prepares students for careers involving natural resources, environmental concerns, and agriculture.
- The [Architecture and Construction](#) career cluster prepares students for careers in the construction industry and all aspects of the construction process, including designing, managing, building, and maintaining structures.
- The [Arts, Audio-Visual Technology, and Communications](#) career cluster prepares students for careers involving designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
- The [Business Management and Administration](#) career cluster prepares students for careers related to planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
- The [Education and Training](#) career cluster prepares students for careers as educators, administrators, trainers, counselors, and other education support services in public, private, and post-secondary organizations.
- The [Finance](#) career cluster the prepares students for careers involved in financial and investment planning, banking, insurance, and business financial management.
- The [Government and Public Administration](#) career cluster prepares students for careers that incorporate planning and performing government functions at all levels: local, state, and federal.
- The [Health Science Education](#) career cluster prepares students for careers in the healthcare profession promoting health, wellness, and the diagnosis and treatment of injuries and diseases.
- The [Hospitality and Tourism](#) career cluster prepares students for careers in the management, marketing, and operations of restaurants and other food services; lodging; attractions; recreational events; and travel-related services.
- The [Human Services](#) career cluster prepares students for careers that improve the quality of life for individuals and communities by addressing personal, family, and societal needs, encompassing roles in counseling, mental health, family services, personal care, and consumer advocacy.
- The [Information Technology](#) career cluster prepares students for career involving the design, development, support, and management of hardware, software, multimedia, and systems integration services.
- The [Law, Public Safety, Corrections, and Security](#) career cluster prepares students for careers focused on protecting and serving the public, including law enforcement, legal services, corrections, and security, encompassing roles like police officers, firefighters, lawyers, and security personnel.

- The [Manufacturing](#) career cluster prepares students for careers focused on transforming raw materials into finished products, including roles in production, engineering, logistics, quality control, and more.
- The [Marketing](#) career cluster prepares students for careers related to planning, managing, and performing activities to create, communicate, deliver value to customers, and manage customer relationships. It encompasses areas like advertising, public relations, sales, and market research.
- The [Science, Technology, Engineering, and Mathematics \(STEM\)](#) career cluster prepares students for careers incorporating scientific research, engineering, and technical services, including laboratory work, research and development, and problem-solving using scientific principles.
- The [Transportation, Distribution, and Logistics](#) career cluster prepares students for careers involving designing transportation systems, operating and/or repairing equipment, logistics, and storage of products. Transportation systems in this cluster include aircraft, railroad, waterways, over the road, and pipelines.

Each career cluster has several majors. Students must declare an area of academic focus, known as a career major, within a cluster of study. A career major is a sequence of elective courses leading to a specific career goal. Each career cluster and major offered at SCSDB is described in the [Career and Technical Education \(CTE\)](#) section of this guide.

CAREER AND TECHNICAL EDUCATION (CTE) TERMINOLOGY

Students who participate in CTE courses at the SCSDB Applied Academic Center have an opportunity to concentrate on or complete a CTE pathway.

- A [CTE Concentrator](#) is a student who has completed at least 2 courses in a single state-recognized CTE program.
- A [CTE Completer](#) is a student who has completed three (3) or four (4) courses* in a single state-recognized CTE program.

*The number of courses required is determined by the CTE program selected.

A student is considered [career-ready](#) if he/she is a CTE Completer AND earns a national or state recognized industry credential.

REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

Students seeking a South Carolina High School Diploma must meet the requirements listed in the table below. A total of 24 units is required for graduation and must meet the following criteria:

Table: South Carolina High School Diploma Requirements

Subject Area	Units	Notes
English/Language Arts	4	Required: English 1-4 and English 2 EOC
Mathematics	4	Required: Geometry, Algebra 1, and Algebra 1 EOC
Social Studies	3	Required: US Government, Economics, USHC, and USHC EOC
Science	3	Required: Biology 1 and Biology 1 EOC
Physical Education	1	

Subject Area	Units	Notes
Computer Science	1	
World Language or Career & Technical Education (CTE)	1	
Financial Literacy	0.5	Required: for students who started high school during or after 2023-2024
Electives	6.5	Students who started high school before 2023-2024 need 7 elective units

Please note that many colleges have different entrance requirements than outlined by the state’s high school graduation requirements. It is HIGHLY recommended that before determining which courses to take, students who plan to attend college should consider the SC high school diploma requirements **AND** the requirements for entrance into the college of their choice. A guidance counselor is available to assist students with these actions.

SEALS OF DISTINCTION

On May 19, 2017, the South Carolina Governor signed legislation allowing for personalized pathways to a South Carolina high school diploma in order to support the Profile of the South Carolina Graduate. One aspect of these Diploma Pathways is the opportunity for students to earn one or more Seals of Distinction.

Earning a Seal of Distinction is not a requirement for students, it is an optional endorsement in addition to a diploma. The South Carolina Seals of Distinction are state-level awards granted by the South Carolina Department of Education. The Seals of Distinction do not appear on transcripts or diplomas; rather they are delivered in the form of a digital credential. Students must earn credit in all specified courses to qualify for the corresponding Seal of Distinction.

There are six possible Seals of Distinction that can be earned:

- Honors
- College Ready
- Career Ready
- Art Specialization
- Military Specialization
- STEM Specialization
- World Language Specialization

Image: Diploma Pathways Seals of Distinction Template

The criteria for each Seal of Distinction are listed in the image below and can be found on the South Carolina Department of Education website: <https://ed.sc.gov>



DIPLOMA PATHWAYS SEALS OF DISTINCTION TEMPLATE

Students shall meet all requirements for earning a South Carolina high school diploma to be eligible to earn any Seal of Distinction.

One or more Seals may be earned.

Consult District or School Curriculum Guides for more information regarding curriculum choices and requirements.

Honors Seal of Distinction	College Ready Seal of Distinction	Career Ready Seal of Distinction	Arts Specialization Seal of Distinction
UGP GPA 3.5 or higher	UGP GPA 3.0 or higher or ACT 20 or higher or SAT 1020 or higher Tests may be superscored	UGP GPA 3.0 or higher	UGP GPA 3.0 or higher
English - 4 credits 2 at honors or higher level Math - Algebra 1, Algebra 2, Geometry, and a 4th higher level math requiring Algebra 2 as a prerequisite 3 at honors or higher level Lab Science - 3 credits 2 at honors or higher level Social Studies - 3 credits 2 at honors or higher level World Languages - 3 credits of the same language for students entering 9th grade in 2019–2020 and beyond Advanced Coursework - 4 additional credits of honors or higher completed during the Junior/Senior years (the last 2 years prior to graduation)	English - 4 credits Math - Algebra 1 (or the equivalent of Algebra 1), Algebra 2, Geometry, and another higher level math Lab Science - 3 credits Social Studies - 3 credits World Language - 2 credits in the same language Fine Arts - 1 credit	Career and Technical Education (CTE) Completer with an industry recognized credential OR Silver or higher certificate on ACT WorkKeys or Level 3 Credential or higher on WIN SC Career Ready Test OR Completion of Career Ready Work-Based Learning (WBL) placement	4 credits in a single or multiple arts areas, 2 at the honors or higher level* AND Mastery on externally evaluated exam or performance task *if honors credit is not available for arts courses, student must complete four courses in a single art area
		STEM Specialization Seal of Distinction	World Language Specialization Seal of Distinction
		UGP GPA 3.0 or higher	UGP GPA 3.0 or higher
		4 credits beyond required graduation courses in math, science, technology, and engineering; at least 2 at honors or higher level	4 credits in the same language OR a nationally normed proficiency-based language assessment score of "Intermediate Low" OR AP exam score of 3 or higher OR IB exam score of 4 or higher OR Cambridge AICE Language exam score of E or better before the senior year
	Military Specialization Seal of Distinction	Courses may be in 1 area of STEM or across all 4 areas	
	UGP GPA 3.0 or higher		
	4 credits in JROTC and an ASVAB score of 31 or higher		

SOUTH CAROLINA COLLEGE-READINESS REQUIREMENTS

In South Carolina, college-readiness refers specifically to attending a four-year college following graduation. Because four-year colleges set their own criteria for admissions, the entrance requirements may not fully align to the SC high school graduation requirements. In addition to the high school diploma requirements, many four-year colleges may also require some or all of the following:

- The four (4) units of mathematics should be college-ready mathematics courses.
- The three (3) units of science should be lab science courses in two or more different fields (e.g., Biology and Chemistry).
- two (2) – three (3) units of world language courses must be in the same field
- one (1) unit of visual or performing arts
- a specific minimum score on a college entrance exam such as the ACT or the SAT
- Other requirements may apply. Please consult your college of choice to learn about the entrance criteria in order to plan accordingly.

Table: Sample College-Ready Pathway to Graduation with a Diploma

The following table outlines one of many possible pathways to graduation for a student planning to attend a four-year college. This sample schedule would allow the student to be eligible for the College Ready Seal of Distinction as long as all other criteria such as assessment scores and/or grades are

met. The student would not only be a Career and Technical Education (CTE) concentrator and completer, but the student is also eligible for the Career Ready Seal of Distinction if the criterion related to grades is met. The student is eligible for the World Language Specialization Seal of Distinction if the criterion related to grades is met.

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English	English 1 (3024)	English 2 (3025)	English 3 (3026)	English 4 (3027)
Mathematics	Geometry with Statistics (4122)	Algebra 1 (4114)	Algebra 2 with Probability (4115)	CHOOSE ONE (1): <ul style="list-style-type: none"> • Pre-Calculus (4131) • Statistical Modeling (4120) • Discrete Mathematics (4142)
Social Studies	Modern World History (3306)	<ul style="list-style-type: none"> • S1: U.S. Government (3330) • S2: Economics (3308) 	U.S. History & Constitution (3320)	N/A
Science	N/A	Biology 1 (3221)	Environmental Science (3261)	Chemistry 1 (3231)
Required Courses	Physical Education 1 (3441)	PLTW Computer Science Essentials (6372)	S1: Personal Finance (5141)	N/A
World Language	American Sign Language 1 (3681)	American Sign Language 2 (3682)	American Sign Language 3 (3683)	American Sign Language 4 (3684)
Fine Arts	Photography 1 (4566)	N/A	N/A	N/A
CTE	Digital Arts 1 (6120)	Digital Arts 2 (6121)	Digital Arts 3 (6122)	<ul style="list-style-type: none"> • Digital Arts 4 (6123) • Art, A/V Tech, & Communications WBL (5290)
Electives	N/A	N/A	S2: Workforce Readiness (389919CH)	<ul style="list-style-type: none"> • S1: SC Driver Permit Preparation (3799) • S2: Driver Education (3701)
State Assessments	Biology 1 EOC	<ul style="list-style-type: none"> • English 2 EOC • Algebra 1 EOC • PreACT 	<ul style="list-style-type: none"> • USHC EOC • ACT or SAT • WIN Career Readiness Assessment 	N/A

SOUTH CAROLINA CAREER-READINESS REQUIREMENTS

In South Carolina, career-readiness refers to attending a two-year college, joining the military, and/or entering the workforce following high school graduation. Although not a requirement for graduation, career ready students typically should earn at least one of the following before graduating:

- Score 3, 4, of 5 on the WIN Career Readiness Assessment
- Be a Career and Technical Education (CTE) Completer
- Complete a Work-Based Internship

Table: Sample Career-Ready Pathway to Graduation with a Diploma

The following table outlines one of many possible pathways to graduation for a student planning to attend a two-year college or enter the workforce following graduation. This sample schedule would allow the student to be a Career and Technical Education (CTE) concentrator and completer, but the student is also eligible for the Career Ready Seal of Distinction if the criterion related to grades is met.

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English	English 1 (3024)	English 2 (3025)	English 3 (3026)	English 4 (3027)
Mathematics	Geometry with Statistics (4122)	Algebra 1 (4114)	Reasoning in Mathematics (4118)	Applications and Modeling (4119)
Social Studies	Modern World History (3306)	<ul style="list-style-type: none"> S1: U.S. Government (3330) S2: Economics (3308) 	U.S. History & Constitution (3320)	N/A
Science	Physical Science (3211)	Biology 1 (3221)	Environmental Science (3261)	N/A
Required Courses	Physical Education 1 (3441)	PLTW Computer Science Essentials (6372)	S1: Personal Finance (5141)	N/A
CTE	Carpentry 1 (6091)	Carpentry 2 (6092)	Carpentry 3 (6093)	<ul style="list-style-type: none"> Carpentry 4 (6094) Architecture & Construction WBL (6690)
Electives	Workplace Skills 1 (389911CW)	Workplace Skills 2 (389913CW)	<ul style="list-style-type: none"> S2: Workforce Readiness (389919CH) Workplace Skills 3 (389915CW) 	<ul style="list-style-type: none"> S1: SC Driver Permit Preparation (3799) S2: Driver Education (3701) Workplace Skills 4 (389917CW) Chorus 1 (3541)
State Assessments	N/A	<ul style="list-style-type: none"> English 2 EOC Algebra 1 EOC Biology 1 EOC PreACT (Optional) 	<ul style="list-style-type: none"> USHC EOC ACT or SAT (Optional) WIN Career Readiness Assessment 	N/A

REQUIREMENTS FOR A HIGH SCHOOL EMPLOYABILITY CREDENTIAL

Students seeking a South Carolina High School Employability Credential must meet the requirements listed in the table below. Please note the state-recognized South Carolina High School Employability Credential is aligned to a course of study for students with disabilities whose Individualized Education Program (IEP) team determines this course of study is appropriate. It is NOT a high school diploma, but it is a state-recognized credential that opens up career opportunities for completers. For more information, please visit: <https://thesccredential.org/>

Table: South Carolina High School Employability Credential Requirements

Subject Area	Units	Notes
English/Language Arts	4	Required: Essentials of English I-IV and English 2 EOC
Mathematics	4	Required: Essentials of Math I-IV and Algebra 1 EOC

Subject Area	Units	Notes
Social Studies	2	Required: Essentials of Social Studies I-II
Science	2	Required: Essentials of Science I-II and Biology 1 EOC
Employability Education	4	Required: Employability Education I-IV
PE/Health	1	
Technology	1	
Electives	6	
Other	N/A	Career Portfolio, Multi-Media Presentation, and Work-Based Learning & Training

Table: Sample High School Employability Credential Pathway to Graduation with a Credential

The following table outlines one possible pathway to graduation for a credential student planning to enter the workforce following graduation.

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English	Essentials of English I (3900)	Essentials of English II (3910)	Essentials of English III (3920)	Essentials of English IV (3930)
Mathematics	Essentials of Math I: Practical Geometry & Statistics (3901)	Essentials of Math II: Practical Algebra (3911)	Essentials of Math III: Practical Reasoning in Math (3921)	Essentials of Math IV: Practical Applications & Modeling (3931)
Social Studies	N/A	Essentials of Social Studies II: US Government (3913)	N/A	Essentials of Social Studies I: US History and Constitution (3903)
Science	Essentials of Science II: Physical Science (3912)	N/A	Essentials of Science I: Biology (3902)	N/A
Employability Education	Employability Education I (3908)	Employability Education II (3918)	Employability Education III (3928)	Employability Education IV (3938)
CTE	Power Equipment Technology 1 (6300)	Power Equipment Technology 2 (6301)	Power Equipment Technology 3 (6302)	<ul style="list-style-type: none"> Power Equipment Technology 4 (6303) Transport, Distribution, Logistics WBL (6790)
Electives	<ul style="list-style-type: none"> Physical Education 1 (3441) Workplace Skills 1 (389911CW) 	<ul style="list-style-type: none"> Essentials of Technology (39M8) Workplace Skills 2 (389913CW) 	<ul style="list-style-type: none"> Workplace Skills 3 (389915CW) S1: Workforce Readiness (389919CH) S2: Art Appreciation (3511) 	Workplace Skills 4 (389917CW)
State Assessments		<ul style="list-style-type: none"> English 2 EOC Algebra 1 EOC PreACT (Optional) 	<ul style="list-style-type: none"> Biology 1 EOC ACT or SAT (Optional) WIN Career Readiness Assessment 	N/A

GRADING SCALE

SCSDB uses a 10-point scale for grading purposes.

Table: 10-Point Grading Scale

Letter Grade	Numerical Average	Performance Descriptor	Description
A	90 – 100	Advanced	The student demonstrates a thorough mastery of curriculum standards and consistently exceeds grade level expectations. Work quality is outstanding.
B	80 – 89	Proficient	The student consistently meets curriculum standards and is able to meet grade level expectations with above average work quality.
C	70 – 79	Average	The student meets the curriculum standards and produces average quality work. The student needs support and prompting to meet grade level expectations.
D	60 – 69	Below Average	The student's work is below average, but is progressing towards meeting the curriculum standards. Student work does not meet grade level expectations consistently.
F	0 – 59	Far Below Average	The student displays minimal effort or produces work that fails to progress towards meeting the curriculum standards. Student work does not meet grade level expectations.

SCSDB students are graded using a combination of the following types of assignments:

Daily Grades: classwork, homework, lab activities, class discussions, etc.

Formative Assessments: quizzes, lengthy classwork/homework, etc.

Summative Assessments: tests, essays, projects, etc.

ATTENDANCE

Regular school attendance is vital for a child's learning process. South Carolina has a Compulsory Attendance Law which requires ALL students from the ages of 5 to 17 to attend school on a daily basis during the 180-day school year. To receive FULL credit for the year, students must meet attendance AND academic requirements. Attendance in high school is counted separately for each course taken. High school courses carry a weight of either 1-unit or 0.5 unit. Students are allowed no more than 10 absences per 1-unit course or 5 absences per 0.5-unit course. Students who do not meet the minimum attendance requirement of a course may not be eligible to receive a passing grade in the course.

Students over the age of 17 who do not meet the minimum attendance requirement will not be considered truant by the state, but they must still meet the attendance requirements above to attend SCSDB.

SOUTH CAROLINA STATE HIGH SCHOOL ASSESSMENTS

End-of-Course Examination Program (EOCEP)

The EOCEP encourages instruction in the specific standards for the courses, encourages student achievement, and documents the level of students' mastery of the academic standards. The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end-of-course (EOC) tests for specific courses. Courses currently include Algebra 1, Intermediate Algebra, Biology 1,

English 2, and United States History and the Constitution. The EOCEP examination scores count 20 percent in the calculation of the student's final grade in the related courses.

English Proficiency Assessment – ACCESS and Alternate ACCESS

ACCESS is taken annually by multilingual learners (MLs) in kindergarten through grade 12. All students in grades K-12 who are determined to have limited English proficiency must take ACCESS or Alternate ACCESS each spring. Students with limited English proficiency must continue to take ACCESS until they meet the requirements for full English proficiency as established by the Office of Federal and State Accountability.

Pre-College Entrance Assessment – PreACT

PreACT is an early indicator of college and career readiness. PreACT assessments offer tenth (10th) graders an early experience with ACT test items, provides a predicted ACT test score, and offers a wealth of information to help students get the start they need to be college ready. Anchored on the ACT College and Career Readiness Standards, PreACT assessments help educators, students, and parents identify areas of academic strength and opportunity.

College Entrance Exams – ACT & SAT

Students are given a choice to take either the SAT, the ACT, or neither during their eleventh (11th) grade year or third year in high school whichever occurs first. The SAT and the ACT are timed, multiple-choice examinations which measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. For additional information about the Scholastic Aptitude Test or SAT, please visit the [College Board website](#). For additional information about The American College Test or ACT, please visit the [ACT website](#).

Career Readiness Assessment – WIN

The current career readiness assessment, WIN Career Readiness Assessment in SC is administered during a student's eleventh (11th) grade year or third year in high school whichever occurs first. The assessment includes four component subtests – one soft skills specific assessment and three employability skills (math / reading / data) assessments. Together the four assessments measure the most common transferable skills that employers nationwide define as foundational for career readiness. The assessments provide students an opportunity to apply job skills – not just simply demonstrate concept knowledge.

SCSDB LIBRARY RESEARCH REQUIREMENT

According to [Gallaudet University](#),

The goal of a research paper is to bring together different views, evidence, and facts about a topic from books, articles, and interviews, then interpret the information into your writing. It's about a relationship between you, other writers, and your teacher/audience.

A research paper will show two things: what you know or learned about a certain topic, and what other people know about the same topic.

According to the [SCDE Research Support Document for the 2023 South Carolina College- and Career-Ready English Language Arts Standards](#), research instruction should incorporate the following:

- **Types of Questioning**
Effective questioning is a crucial aspect of the research process, guiding students through the complexities of inquiry and investigation. The ability to ask thoughtful, targeted

questions is fundamental for students to engage deeply with their research topics, develop critical thinking skills, and foster a mindset of continuous learning and curiosity.

- **Evaluating Sources**

When conducting research, evaluating the quality of sources is crucial for ensuring the reliability and validity of findings [...] in key categories: authority/credibility, accuracy/verifiability, bias/objectivity, currency/timeliness, scope/depth, and intended audience/purpose.

- **Citing Sources**

Citations attribute credit to the original authors of the information and ideas that are implicitly and/or explicitly referenced in an individual’s writing through quotations, paraphrasing, or summarizing. The purpose of citations is to not only give credit to the original source/author but to also allow the reader insight into the author’s original thought processes as a writer and/or researcher.

- **Refining the Scope of Inquiry**

Inquiry is the seeking of information through questioning and is an initial step in the processes related to research. For research to be effective, a researcher must refine his/her scope of inquiry through the selection of a topic, identification of a purpose, and acknowledgment of the intended audience.

Table: SCSDB Research Requirement by Grade

At SCSDB, students in grades 6 – 12 are required to complete a research project each year in a specific course as outlined in the table below. This is accomplished through collaboration between one or more classroom teachers and the librarian.

Grade	Course	Facilitation Team
6	English Language Arts (Topic: Passion Project)	ELA Teacher Librarian
7	Geography	ELA Teacher Social Studies Teacher Librarian
8	Introduction to Career Clusters	ELA Teacher Introduction to Career Clusters Teacher Librarian
9	English 1	English 1 Teacher Librarian
10	Biology 1	English Teacher Biology 1 Teacher Librarian
11	US History and Constitution	English Teacher USHC Teacher Librarian
12	English 4	English 4 Teacher Librarian

ACADEMIC OFFERINGS FOR DIPLOMA STUDENTS

ENGLISH LANGUAGE ARTS

Students seeking a high school diploma are required to take four (4) units of English Language Arts and the English 2 end-of-course exam.

Table: English Language Arts Course Sequence for Diploma Students

The courses listed in the table below satisfy the English requirement for the College-Ready Seal of Distinction.

Diploma Pathway	Grade 9	Grade 10	Grade 11	Grade 12
College- & Career-Ready	English 1 (3024)	English 2 (3025)	English 3 (3026)	English 4 (3027)

English 1 (3024)

Credit: 1 *English* unit

Grade Level(s): 9

Prerequisite: none

This yearlong course is aligned to the state-adopted English 1 College- and Career-Ready Standards for English Language Arts and is designed to further develop critical thinking skills, problem-solving skills, and creativity. English 1 students will closely examine and critically read a variety of rich and challenging texts, while analyzing the techniques writers use within print and multimedia texts. This course will introduce students to an author's use of allusion, universal theme, and situational and dramatic irony. Throughout the course, English 1 students will further develop their ability to communicate to a variety of audiences through written and oral communication. By the end of the course, students in English 1 are expected to demonstrate proficiency of the grade-level indicators with independence.

English 2 (3025)

Credit: 1 *English* unit

Grade Level(s): 10

Prerequisite(s): English 1 (3024)

This yearlong course is aligned to the state-adopted English 2 College- and Career-Ready Standards for English Language Arts and is designed to allow students to demonstrate critical thinking skills, problem-solving skills, and creativity. English 2 students will closely examine and critically read a variety of rich and challenging texts, while analyzing the structures and techniques writers use within print and multimedia texts. This course will introduce students to how verbal irony is used within a text. Throughout the course, English 2 students will demonstrate their ability to communicate to a variety of audiences through written and oral communication. English 2 students will begin to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. By the end of the course, students in English 2 are expected to demonstrate proficiency of the grade-level indicators with independence. **Students enrolled in this course will take the South Carolina End-of-Course Examination, which will count 20% of the final grade.**

English 3 (3026)

Credit: 1 *English* unit

Grade Level(s): 11

Prerequisite(s): English 2 (3025)

This yearlong course is aligned to the state-adopted English 3 College- and Career-Ready Standards for English Language Arts and is designed to allow students to demonstrate and refine critical thinking skills, problem-solving skills, and creativity. English 3 students will closely examine texts to evaluate the effectiveness of an author's craft. This course will introduce students to satire in literary texts. Throughout the course, English 3 students will demonstrate and refine their written and oral communication skills to express ideas clearly and appropriately as they communicate to a variety of audiences. English 3 students will conduct shorter and more sustained research to answer questions or solve problems. By the end of the course, students in English 3 are expected to demonstrate proficiency of the grade-level indicators with independence.

English 4 (3027)

Credit: 1 *English* unit

Grade Level(s): 12

Prerequisite(s): English 3 (3026)

This yearlong course is aligned to the state-adopted English 4 College- and Career-Ready Standards for English Language Arts and is designed to allow students to further refine their critical thinking skills, problem-solving skills, and creativity. English 4 students will analyze, evaluate, and critique the structure, tone, and techniques of various types of print and multimedia texts. Throughout the course, English 4 students will further refine their research skills to prepare them for the various demands of college and/or career. English 4 students will use a myriad of writing skills and techniques to express ideas clearly and appropriately as they communicate to a variety of audiences. By the end of the course, students in English 4 are expected to demonstrate proficiency of the grade-level indicators with independence.

Creative Writing (3032)

Credit: 0.5 *Elective* unit

Grade Level(s): 10-12

Prerequisite(s): None

This semester long course offers students an opportunity to improve writing skills through a variety of writing genres, including argumentative, informative, narrative, and poetry. Students will keep written journals, select mentor texts, and work with other students to complete group projects. Students will engage in a study of author's craft and conduct research associated with a particular type of writing. Students will be expected to write an editorial, article on a topic of interest, as well as a short story, play or poem.

Instructional Support for English (3906)

Credit: 1 *Elective* unit

Grade Level(s): 9-12

Prerequisite(s): Recommendation of the IEP team

This yearlong course provides students instructional support for English Language Arts as determined by the IEP team.

MATHEMATICS

Students seeking a high school diploma are required to take four (4) units of mathematics including Geometry with Statistics (4122) and Algebra 1 (4114) or their equivalents and the Algebra 1 end-of-course exam.

Students now have a choice of mathematics course pathways which are dependent upon the students plans following graduation. If the student plans to attend:

- **a four-year college**, the student should take four (4) college-ready mathematics courses including Geometry with Statistics (4122), Algebra 1 (4114) or Intermediate Algebra (4117), Algebra 2 with Probability (4115), and one (1) more college ready mathematics course.
- **a 2-year college, join the military, or enter the workforce**, the student should take two (2) college-ready mathematics courses including Geometry with Statistics (4122) and Algebra 1 (4114) or Intermediate Algebra (4117) followed by either of the following:
 - two (2) college-ready mathematics course including Algebra 2 with Probability (4115)
 - two (2) career-ready mathematics courses, or
 - one (1) college-ready mathematics course [i.e., Algebra 2 with Probability (4115)] and one (1) career ready mathematics course.

Figure: 2023 SC College- and Career-Ready Mathematics Course Pathways

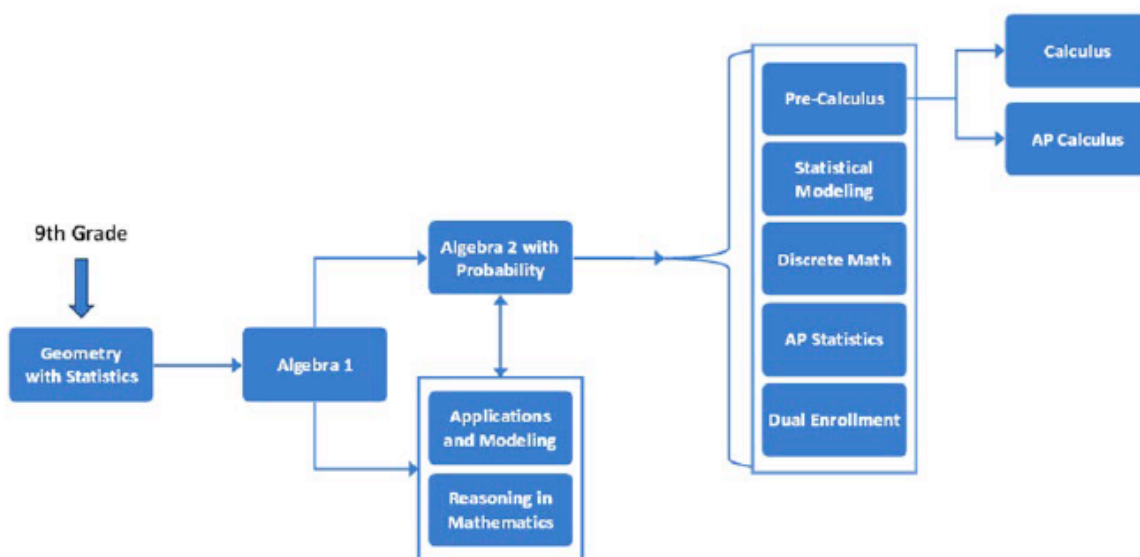


Table: Mathematics Course Sequence for Diploma Students

The courses listed in the table below in the College-Ready row satisfy the mathematics requirement for the College-Ready Seal of Distinction.

Diploma Pathway	Grade 9	Grade 10	Grade 11	Grade 12
College-Ready	Geometry with Statistics (4122)	Algebra 1 (4114)	Algebra 2 with Probability (4115)	CHOOSE ONE (1): • Pre-Calculus (4131) • Statistical Modeling (4120) • Discrete Mathematics (4142)
Career-Ready	Geometry with Statistics (4122)	Algebra 1 (4114)	Reasoning in Mathematics (4118)	Applications and Modeling (4119)

COLLEGE-READY MATHEMATICS COURSES

Geometry with Statistics (4122)

Credit: 1 *Mathematics/College-Ready* unit

Grade Level(s): 9

Prerequisite(s): None

Geometry with Statistics is a yearlong course concentrated within the strands of Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). In the content area of Geometry and Measurement, students build on and deepen prior understanding of transformations, congruence, similarity, and coordinate geometry concepts. Informal explorations of transformations provide a foundation for more formal considerations of congruence and similarity, including development of criteria for triangle congruence and similarity. An emphasis on reasoning throughout the content area promotes exploration, conjecture testing, and informal and formal justification. In the content area of Algebra and Functions, students perform algebraic calculations with specific application to geometry that build on foundations of algebra from seventh and eighth grades. Probability is important because it educates one in the logic of uncertainty and randomness, which occur in almost every aspect of daily life. Therefore, studying probability structures will enhance students' ability to organize information and improve decision making.

Algebra 1 (4114)

Credit: 1 *Mathematics/College-Ready* unit

Grade Level(s): 10

Prerequisite(s): Geometry with Statistics (4122)

The yearlong Algebra 1 course emphasizes functions, including linear (as introduced in seventh and eighth grades), absolute value, quadratic, and exponential; and functions as explicit (relation between input and output) and recursive (relation between successive values). Properties of algebra are applied to convert between forms of expressions and to solve equations (factoring, completing the square, rules of powers, and radicals). Graphing is a vital component of study in Algebra 1. Graphs of equations and inequalities consist of all points (discrete or continuous) whose ordered pairs satisfy the relationship within the domain and range. Students find points of intersection between two graphed functions that correspond to the solutions of the equations of the two functions, and transform graphs of functions (through translation, reflection, rotation, and dilation) by performing operations on the input or output. Algebra 1 serves as a study of linear, quadratic, exponential, and absolute value functions. Equations and expressions with linear and quadratic terms are also studied to learn how algebraic expressions model real-world situations. Statistical reasoning is studied to learn how data are represented and interpreted and how models, particularly linear, can be used to make predictions. **Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade.**

Algebra 2 with Probability (4115)

Credit: 1 *Mathematics/College-Ready* unit

Grade Level(s): 11

Prerequisite(s): Geometry with Statistics (4122) AND Algebra 1 (4114) or Intermediate Algebra (4117)

Algebra 2 with Probability is a yearlong course designed for students seeking access to higher levels of mathematics after completing Geometry with Statistics and Algebra 1. The standards and indicators are sorted within the strands of Data, Probability, and Statistical Reasoning (DPSR);

Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). This serves to deepen understanding and intuition about a wide variety of functions such as polynomial, rational, radical, exponential, and piecewise. Building on principles learned from Geometry with Statistics and Algebra 1, the purpose of this course is to graphically investigate and compare functions, analyze rates of change, and determine solutions of “real world” problems at a higher conceptual level than can be achieved algebraically.

Pre-Calculus (4131)

Credit: 1 *Mathematics/College-Ready* unit

Grade Level(s): 12

Prerequisite(s): Geometry with Statistics (4122), Algebra 1 (4114) or Intermediate Algebra (4117), and Algebra 2 with Probability (4115)

In this yearlong 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. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment.

Statistical Modeling (4120)

Credit: 1 *Mathematics/College-Ready* unit

Grade Level(s): 12

Prerequisite(s): Geometry with Statistics (4122), Algebra 1 (4114) or Intermediate Algebra (4117), and Algebra 2 with Probability (4115)

Statistical Modeling is designed to extend students' understanding of statistics. The yearlong course offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical investigative questions to be answered using data, design and implement a plan to collect the appropriate data, select appropriate graphical and numerical methods for data analysis, and interpret their results to make connections with the initial question.

Discrete Mathematics (4142)

Credit: 1 *Mathematics/College-Ready* unit

Grade Level(s): 12

Prerequisite(s): Geometry with Statistics (4122), Algebra 1 (4114) or Intermediate Algebra (4117), and Algebra 2 with Probability (4115)

Discrete Mathematics includes the yearlong course of study of mathematical properties of sets and systems that have a finite number of elements. The topics include set theory, logic, graph theory, numeration systems and number theory, modeling, consumer mathematics, descriptive statistics, and apportionment (fairness, voting methods). Students will use graphing calculators and/or computer software as tools for solving problems.

CAREER-READY MATHEMATICS COURSES

Career-ready mathematics courses are intended for the student who does not plan to attend a four-year college. These courses are designed for students who plan to attend two-year colleges, join the military, or enter the workforce following graduation from high school. These classes are offered during alternating school years.

Reasoning in Mathematics (4118)

Credit: 1 *Mathematics/Career-Ready* unit

Grade Level(s): 11-12

Prerequisite(s): Geometry with Statistics (4122) AND Algebra 1 (4114) or Intermediate Algebra (4117)

Reasoning in Mathematics engages students in relevant problems that focus on how mathematics and statistics inform decision making. This yearlong course prepares students for post-secondary options with instruction that focuses on modeling real-world situations.

Applications and Modeling (4119)

Credit: 1 *Mathematics/Career-Ready* unit

Grade Level(s): 11-12

Prerequisite(s): Geometry with Statistics (4122) AND Algebra 1 (4114) or Intermediate Algebra (4117)

Applications and Modeling (AM) is a yearlong specialized mathematics course developed to expand on and reinforce the concepts introduced in Geometry with Statistics and Algebra 1 by using those concepts to represent and analyze data and make predictions and inform judgments about real-world phenomena. AM is designed to engage students in doing, thinking about, and discussing mathematics, statistics, and modeling in everyday life. It allows students to experience mathematics and its applications in a variety of ways that promote financial literacy and career-based decision making.

OTHER MATHEMATICS COURSES

Intermediate Algebra (4117)

Credit: 1 *Mathematics* unit

Grade Level(s): 10

Prerequisite(s): Foundations in Algebra (4116)

This yearlong course extends the mathematics students learned in the Foundations in Algebra course to include piecewise, absolute value, logarithmic, and step functions. Students will select from these functions to model phenomena. They will build on their knowledge of rational exponents to see structure in and create polynomial, simple rational, and simple radical expressions. Students will also learn to use the method of completing the square to transform any quadratic equation, while also deriving the quadratic formula. Quadratic equations will be solved utilizing multiple methods.

Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade.

Instructional Support for Mathematics (3906)

Credit: 1 *Elective* unit

Grade Level(s): 9-12

Prerequisite(s): Recommendation of the IEP team

This yearlong course provides students with instructional support for Mathematics as determined by the IEP team.

SCIENCE

Students seeking a high school diploma are required to take three (3) units of science including Biology 1 (3221) or its equivalent and the Biology 1 end-of course exam.

Table: Science Course Sequence for Diploma Students

The courses listed in the table below in the College-Ready row satisfy the lab science requirement for the College-Ready Seal of Distinction.

Diploma Pathway	Grade 9	Grade 10	Grade 11	Grade 12
College-Ready	Biology 1 (3221)	Environmental Science (3261)	Chemistry 1 (3231)	N/A
Career-Ready	Physical Science (3211)	Biology 1 (3221)	Environmental Science (3261)	N/A

Physical Science (3211)

Credit: 1 *Science* unit

Grade Level(s): 9

Prerequisite(s): None

This yearlong course is designed to give students an understanding of the fundamental concepts in physical science. Students in this course are expected to demonstrate knowledge of the physical science principles to include structure of atoms, structure and properties of matter, chemical reactions, motion and forces, conservation of energy and interactions of energy and matter. Topics are incorporated in both classroom and laboratory minds-on and hands-on activities. Science concepts, science process skills, science and technology, and the nature of science are infused into the activities.

Biology 1 (3221)

Credit: 1 *Lab Science/Biology* unit

Grade Level(s): 10

Prerequisite(s): None

This yearlong laboratory science course is an introductory science course designed to engage students in scientific and engineering practices including problem solving and critical thinking in order to demonstrate knowledge and understanding of the following biological concepts: essential functions of life in systems of specialized cells, the relationship of cellular division and differentiation to complex organisms, variation of traits, matter and energy flow through organisms, interdependent relationships in ecosystems, matter and energy transfer in ecosystems, human impact on biodiversity, and adaptation of species. **Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade.**

Environmental Science (3261)

Credit: 1 *Lab Science* unit

Grade Level(s): 11

Prerequisite(s): Biology 1 (3211)

Environmental Science, a yearlong laboratory science course, builds upon students' prior knowledge and skills related to Earth and space science; life science; physical science; and engineering, technology, and applications of science while also preparing students for college and career. Students are provided opportunities to further develop conceptual and procedural knowledge by emphasizing ecological topics including how humans and other organisms affect and are affected by their environments while exploring environmental issues through biological, economical, and political

lenses. Instruction and study are addressed through actively engaging students in science and engineering practices and applying crosscutting concepts to deepen understanding of disciplinary core ideas.

Chemistry 1 (3231)

Credit: 1 *Lab Science* unit

Grade Level(s): 11-12

Prerequisite(s): Algebra 1 (4114)

This yearlong laboratory science course is designed to provide an introduction to major chemistry concepts and engage students in laboratory experiences that will allow students to utilize scientific and engineering practices including problem solving, decision making, critical thinking, and applied learning in order to demonstrate knowledge and understanding of: atomic structure and nuclear processes, structures and classification of chemical compounds, structure and behavior of the different states of matter, nature and properties of various types of chemical solutions including acids and bases types, the causes and the effects of chemical reactions, and the conservation of energy and energy transfer. This course requires a working knowledge of Algebra 1 for success.

SOCIAL STUDIES

Students seeking a high school diploma are required to take three (3) units of social studies including U.S. Government (3330), Economics and Personal Finance (3308), and U.S. History and Constitution (3320) or their equivalents as well as the USHC end-of-course exam.

Table: Social Studies Course Sequence for Diploma Students

The courses listed in the table below in the College-Ready row satisfy the social studies requirement for the College-Ready Seal of Distinction.

Diploma Pathway	Grade 9	Grade 10	Grade 11	Grade 12
College- & Career-Ready	Modern World History (3306)	<ul style="list-style-type: none"> • S1: U.S. Government (3330) • S2: Economics (3308) 	U.S. History & Constitution (3320)	N/A

Modern World History (3306)

Credit: 1 *Social Studies* unit

Grade Level(s): 9

Prerequisite(s): None

This yearlong course is designated as a social studies elective and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. Modern World History students learn about the emergence of the Modern World (1300–1500), global affairs and interactions (1450– 1815), the rise of the new governments and competition in the global community (1815–1918), the emergence of new world powers (1885–1950), and the world from World War II to present day (1933–present). Students experience Modern World History through the lens of inquiry in order to study the world that trade created, which led to the influence of interactions of various changes to culture, governments, ideas, innovation, people, religion, and revolution with an intent to create a citizen who has a global perspective.

U.S. Government (3330)

Credit: 0.5 *Social Studies/US Government* unit

Grade Level(s): 10

Prerequisite(s): None

This semester long course meets the US Government graduation requirement and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. United States Government students learn about the historical and philosophical principles that led to the development of the American constitutional democracy and how those fundamental ideas have continued to sustain America's democratic society. Students learn how various powers are granted and distributed among the different branches and levels of government, and how checks and balances prevent one branch from overpowering the others. Additionally, students investigate how American political values are formed and how government functions through individual participation and policy making. In order to continue to thrive, a strong democracy relies on active participation by informed individuals dedicated to upholding the rule of law and individual rights. Overall, the study of United States Government provides a basis for students to develop the skills necessary to live and thrive in America's constitutional democracy and participate in society as active and informed citizens.

Economics and Personal Finance (3308)

Credit: 0.5 *Social Studies/Economics* unit

Grade Level(s): 10

Prerequisite(s): None

This semester long course meets the state graduation requirements for Economics and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. Economics and Personal Finance students study economics and personal finance beginning with how humans address the fundamental problem of scarcity by making choices based on the existence of limited resources. Using the skills of an economist, students learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students investigate how personal financial decisions related to careers, spending, and short- and long-term goal setting impact one's standard of living and long-term financial well-being. Traditionally, the field of economics is divided into two categories: microeconomics and macroeconomics. In the domain of microeconomics, students survey the impact that demand, supply, various market structures, and government policies have on market prices for goods, services, and wages for workers. Inquiry into macroeconomics involves observing trends in the economy at large and the policies that are undertaken to promote the economic well-being of a society. Holistically, the study of economics and personal finance provides a basis for students to develop the skills necessary to live and thrive financially in the 21st century and participate in society as active and informed decision-makers.

U.S. History and Constitution (3320)

Credit: 1 *Social Studies/US History* unit

Grade Level(s): 11

Prerequisite(s): None

This yearlong course meets the United States History graduation requirement and is aligned to the state-adopted College-and Career-Ready Standards for Social Studies. United States History and Constitution students learn to employ the skills of a historian to explore the foundation of the American Republic and the expansion and disunion of the United States. Students investigate the impact of American industrialism and capitalism, including being drawn into world wars, American politics, and geopolitics. Through the lens of the Cold War, students study the contemporary era including the age of technological development, increased civic participation, and political party

realignment. **Students enrolled in this course will take a South Carolina End-of-Course exam that will count for 20% of their final grade.**

ELECTIVE OFFERINGS FOR DIPLOMA STUDENTS

COMPUTER SCIENCE

Students seeking a high school diploma are required to take one (1) unit of computer science.

PLTW Computer Science Essentials (6372)

Credit: 1 *Computer Science* unit

Grade Level(s): 10

Prerequisite(s): None

Project Lead the Way (PLTW) Computer Science Essentials (CSE), a yearlong course, will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

FINANCIAL LITERACY

Students seeking a high school diploma AND who entered grade 9 for the first time during the 2023-2024 school year or later are required to take one-half (0.5) unit of financial literacy.

Personal Finance (5141)

Credit: 0.5 *Financial Literacy* unit

Grade Level(s): 11

Prerequisite(s): None

This semester long course fulfills the financial literacy requirement for graduation credit. It is designed to help students develop skills to make informed financial decisions, manage financial resources, and plan for future financial success. Using experiential activities, students will learn the basic principles of personal finance and how to manage their money in a global economy, which include budgeting, banking, insurance, mortgages, savings, investments, inheritance, retirement, tax, and estate planning. Students will also learn about consumer protection laws, internet safety, and cyber security, enabling them to safeguard financial information against technology-based attacks. This course cannot be used as a part of a CTE completer program.

ACADEMIC OFFERINGS FOR CREDENTIAL STUDENTS

Students seeking a high school credential are required to take four (4) units of English Language Arts and the English 2 end-of-course exam before the end of the student's 3rd year in high school or 11th grade whichever occurs first.

ENGLISH LANGUAGE ARTS

Table: English Language Arts Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	Essentials of English I (3900)	Essentials of English II (3910)	Essentials of English III (3920)	Essentials of English IV (3930)

Essentials of English I (3900)

Credit: 1 *English/Credential* unit

Grade Level(s): 9

Prerequisite(s): None

Essentials of English I, a yearlong course, emphasizes English Language Arts literacy concepts that are aligned to the South Carolina College-and Career- Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self- determination skills necessary for daily living and the world of work. The integrated model of literacy for this course will focus on inquiry, analysis, and communication to explore literary, informational, and non-print text.

Essentials of English II (3910)

Credit: 1 *English/Credential* unit

Grade Level(s): 10

Prerequisite(s): Essentials of English I (3900)

Essentials of English II, a yearlong course, emphasizes English Language Arts literacy concepts that are aligned to the South Carolina College-and Career- Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self- determination skills necessary for daily living and the world of work. This course will focus on immersion of effective communication skills in both daily living and employment settings with the use of standard rules of convention and syntax to give and request information.

Essentials of English III (3920)

Credit: 1 *English/Credential* unit

Grade Level(s): 11

Prerequisite(s): Essentials of English II (3910)

Essentials of English III, a yearlong course, emphasizes the English III course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on reading, written, and oral expression of information required in a variety of daily living and employment settings.

Essentials of English IV (3930)

Credit: 1 *English/Credential* unit

Grade Level(s): 9

Prerequisite(s): Essentials of English III (3920)

Essentials of English IV, a yearlong course, emphasizes English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on the integration of

reading, written, and oral expression through technology and research for daily living, employment, self-advocacy, and social purposes.

Instructional Support for English (3906)

Credit: 1 *Elective* unit

Grade Level(s): 9-12

Prerequisite(s): Recommendation of the IEP team

This yearlong course provides students instructional support for English Language Arts as determined by the IEP team.

MATHEMATICS

Students seeking a high school credential are required to take four (4) units of mathematics and the Algebra 1 end-of-course exam before the end of the student’s 3rd year in high school or 11th grade whichever occurs first.

Table: Mathematics Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	Essentials of Math I: Practical Geometry & Statistics (3901)	Essentials of Math II: Practical Algebra (3911)	Essentials of Math III: Practical Reasoning in Math (3921)	Essentials of Math IV: Practical Applications & Modeling (3931)

Essentials of Math I: Practical Geometry & Statistics (3901)

Credit: 1 *English/Credential* unit

Grade Level(s): 9

Prerequisite(s): None

Essentials of Math I, a yearlong course, emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to make sense of problems and persevere in solving them as well as connect mathematical ideas and real-world situations through modeling. Students will use a variety of mathematical tools effectively and strategically.

Essentials of Math II: Practical Algebra (3911)

Credit: 1 *Mathematics/Credential* unit

Grade Level(s): 10

Prerequisite(s): Essentials of Math I (3901)

Essential of Math II, a yearlong course, emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and patterns as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Essentials of Math III: Practical Reasoning in Math (3921)

Credit: 1 *Mathematics/Credential* unit

Grade Level(s): 11

Prerequisite(s): Essentials of Math II (3911)

Essentials of Math III, a yearlong course, emphasize the mathematical concepts needed to compute real world algebraic and geometric problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and pattern as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Essentials of Math IV: Practical Applications & Modeling (3931)

Credit: 1 *Mathematics/Credential* unit

Grade Level(s): 12

Prerequisite(s): Essentials of Math III (3921)

Essentials of Math IV, a yearlong course, aligns with the CTE Course 5131, Personal Finance, and introduces students to the fundamentals of personal finance, which includes budgeting, obtaining credit, maintaining deposit accounts, understanding investments, understanding risk management, computing taxes, and analyzing the basic elements of finance.

Instructional Support for Mathematics (3906)

Credit: 1 *Elective* unit

Grade Level(s): 9-12

Prerequisite(s): Recommendation of the IEP team

This yearlong course provides students with instructional support for Mathematics as determined by the IEP team.

SCIENCE

Students seeking a high school credential are required to take two (2) units of science and the Biology 1 end-of-course exam before the end of the student's 3rd year in high school or 11th grade whichever occurs first.

Table: Science Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	Essentials of Science II: Physical Science (3912)	N/A	Essentials of Science I: Biology (3902)	N/A

Essentials of Science I: Biology (3902)

Credit: 1 *Science/Credential* unit

Grade Level(s): 9-11

Prerequisite(s): None

Essentials of Science 1: Biology, a yearlong course, emphasizes the biology course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. Performance expectations allow the student to engage in inquiry such as, but not limited to: how structures of organisms enable life functions, how matter and energy moves through ecosystems, determining generational characteristics, and exploring the evolution of species.

Essentials of Science II: Physical Science (3912)

Credit: 1 *Science/Credential* unit

Grade Level(s): 9-12

Prerequisite(s): None

Essentials of Science II, a yearlong course, emphasizes the Physical Science course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. Students engage in thinking and solving problems the way scientists and engineers do to help them better see how science is relevant to their lives. To capitalize on the natural curiosity all students have about the world around them, learning experiences are built around the three dimensions of science: Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs).

SOCIAL STUDIES

Students seeking a high school credential are required to take two (2) units of social studies.

Table: Social Studies Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	N/A	Essentials of Social Studies II: US Government (3913)	N/A	Essentials of Social Studies I: US History and Constitution (3903)

Essentials of Social Studies I: US History and Constitution (3903)

Credit: 1 *Social Studies/Credential* unit

Grade Level(s): 9-11

Prerequisite(s): None

Essentials of Social Studies I, a yearlong course, emphasizes the United States History and Constitution course of study aligned to the South Carolina College- and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to explore the foundation of the American Republic and the expansion and disunion of the United States. Students will investigate the impact of American industrialism and capitalism, including world wars and American politics. Through the lens of the Cold War, students will study the contemporary era including the age of technological development, increased civic participation, and political party realignment.

Essentials of Social Studies II: US Government (3913)

Credit: 1 *Social Studies/Credential* unit

Grade Level(s): 9-12

Prerequisite(s): None

Essentials of Social Studies II, a yearlong course, emphasizes the governmental system of the United States. Students will learn how various powers are granted and distributed among branches and levels of government, and how checks and balances prevent one branch from overpowering the others. The study of United States Government provides a basis for students to develop the skills necessary to live and thrive in America's constitutional democracy and participate in society as active and informed citizens.

ELECTIVE OFFERINGS FOR CREDENTIAL STUDENTS

EMPLOYABILITY EDUCATION

Students seeking a high school credential are required to take four (4) units of Employability Education.

Table: Employability Education Course Sequence for Credential Students

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Credential	Employability Education I (3908)	Employability Education II (3918)	Employability Education III (3928)	Employability Education IV (3938)

Employability Education I (3908)

Credit: 1 *Employability Education* unit

Grade Level(s): 9

Prerequisite(s): None

The Employability Education I yearlong course is designed for students to explore interests, research careers, create resumes, practice interview skills, and conduct informational interviews and job shadows. This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will begin a career portfolio as part of the requirements for the South Carolina High School Credential. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of the employability education courses.

Employability Education II (3918)

Credit: 1 *Employability Education* unit

Grade Level(s): 10

Prerequisite(s): Employability Education I (3908)

The Employability Education II yearlong course is designed to develop skills generic to all career majors: resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include school-based job shadowing and work-based learning activities. Job seeking skills also will be refined. Students may be involved in on-campus vocational training activities such as school-based enterprises, hands-on vocational training in career education courses and the operation of school-based enterprises. Additionally, the course will continue the focus on the development of self-determination skills as well as the career portfolio.

Employability Education III (3928)

Credit: 1 *Employability Education* unit

Grade Level(s): 11

Prerequisite(s): Employability Education II (3918)

The Employability Education III yearlong course is designed to continue the development and begin the application of employability skills. Work-based learning activities are provided including school-based enterprises, community-based training, job shadowing, job sampling, internships, situational assessment, and apprenticeships. These work-based activities allow students to apply employability skills to a variety of employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership and self-determination development are provided.

Employability Education IV (3938)

Credit: 1 *Employability Education* unit

Grade Level(s): 12

Prerequisite(s): Employability Education III (3928)

The Employability Education IV yearlong course gives students the opportunity to synthesize all the skills acquired in previous employability preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of work-based learning/training opportunities that are required for successful completion of the Employability Credential Course of Study. Students will complete the career portfolio that provides an educational and vocational record of their credential experience.

TECHNOLOGY

Students seeking a high school credential are required to take one (1) unit of technology.

Essentials of Technology (39M8)

Credit: 1 *Technology* unit

Grade Level(s): 9-12

Prerequisite(s): None

Essentials of Technology, a yearlong course, emphasizes the Computer Science course of study aligned to the South Carolina Computer Science High School Standards and meets the technology course requirement for the SC High School Credential program. This course of integrated content and process standards will enable students to develop world-class knowledge, skills, life, and career characteristics identified in the Profile of the South Carolina Graduate as a computer literate student.

ELECTIVE OFFERINGS FOR ALL STUDENTS

PHYSICAL EDUCATION

Students seeking a high school diploma or credential are required to take one (1) unit of physical education.

Physical Education 1 (3441)

Credit: 1 *PE/Health* unit

Grade Level(s): 9-12

Prerequisite(s): None

This yearlong course is designed for the student to achieve and maintain a health-enhancing level of physical fitness and provide the student with the opportunities to develop and demonstrate competency in at least two lifetime activities including individual, partner, and team sports as outlined in the South Carolina Physical Education Standards. The student will assess his/her physical fitness level, develop a personal fitness program, and a nutrition plan, and document his/her program

through participation in physical activity inside and outside the physical education class. This course meets the adopted South Carolina Standards for Physical Education and is the foundation course for all other physical education courses. This course meets the physical education graduation requirement.

Physical Education 2 (3442)

Credit: 0.5 – 1 *Elective unit*

Grade Level(s): 9-12

Prerequisite(s): Physical Education 1 (3441)

This course can be taken over one semester or a full year. The course is designed for the student to extend their health-enhancing level of physical fitness and provide the student with the opportunities to demonstrate and expand their competency in at least one lifetime activity to include individual, partner, and/or team sports as outlined in the South Carolina Physical Education Standards. The student will assess his/her physical fitness level, develop/review and revise a personal fitness and nutrition program tailored to the chosen activity, and document his/her program through the development and maintenance of a fitness portfolio. This course is an elective at the high school level for students who have successfully completed the physical education requirement for graduation. This course cannot be used for the PE graduation requirement.

DRIVER EDUCATION

SC Driver Permit Preparation (3799)

Credit: 0 *unit*

Grade Level(s): 11 – 12

Prerequisite(s) Must be 15 years old or older

This semester long course is designed to help prepare students to take and pass the driving knowledge test at the SCDMV in order to obtain a SC Beginner's Permit. This course is non-credit bearing.

Driver Education (3701)

Credit: 0.5 *unit*

Grade Level(s): 11 – 12

Prerequisite(s): South Carolina Beginner's Permit

This semester long course is designed to help prepare students to take and pass the SC regular driver's license road test. The course includes a minimum of 30 classroom hours of instruction and six hours of behind-the-wheel driving experience.

WORLD LANGUAGES

Students seeking a high school diploma are required to take one (1) unit of either a World Language or a Career & Technical Education course.

American Sign Language 1 (3681)

Credit: 1 *World Language unit*

Grade Level(s): 9

Prerequisite(s): None

This yearlong course introduces students to American Sign Language starting with fingerspelling, basic vocabulary, and the 5 parameters of ASL. Students practice visual comprehension of signs,

simple sentences, and short narratives as well as basic conversational and expressive skills. Deaf history and Deaf cultural norms are also covered in this course.

American Sign Language 2 (3682)

Credit: 1 *World Language unit*

Grade Level(s): 10

Prerequisite(s): American Sign Language 1 (3681)

This yearlong course continues the study and practice of basic skills. Emphasis is placed on understanding and using connected sentences with appropriate ASL linguistics and grammar. Students are expected to exchange information on a variety of everyday topics using ASL exclusively. Deaf culture and history are covered in more depth in this course.

American Sign Language 3 (3683)

Credit: 1 *World Language unit*

Grade Level(s): 11

Prerequisite(s): American Sign Language 2 (3682)

This yearlong course is designed to increase the students' ability to comprehend, converse, and present in American Sign Language on a variety of topics beyond everyday life. Advanced instruction is provided for production, comprehension, vocabulary, and grammar. Students are expected to understand and use paragraph length discourse with more complex linguistic structures consistently. Deaf Community traditions and practices such as storytelling and ASL Literature are studied and analyzed in this course.

American Sign Language 4 (3684)

Credit: 1 *World Language unit*

Grade Level(s): 12

Prerequisite(s): American Sign Language 3 (3683)

This yearlong course prepares students to communicate authentically in American Sign Language by interpreting (viewing and comprehending) narratives and discourse of moderate length and complexity; participating in and maintaining conversations through questioning, elaboration, and clarification strategies; and presenting information, concepts, and ideas on a variety of topics to include other subject areas. It promotes students' understanding of the relationship among practices, perspectives, and cultures of deaf people and communities.

French 1, 2, 3 or Spanish 1 & 2 – Available Online via [VirtualSC](#)

VISUAL AND PERFORMING ARTS

VISUAL ARTS

Art 1 (3501), Art 2 (3502), Art 3 (3503), Art 4 (3504)

Credit: 1 *Visual & Performing Arts unit* each

Grade Level(s): 9-12

Prerequisite(s): courses MUST be taught sequentially and CANNOT be offered in any other order

These yearlong art courses enable students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. Initial courses emphasize observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Courses cover the language, materials, media, and

processes of a particular art form and the design elements used. Advanced courses encourage students to refine their skills while also developing their own artistic styles following and breaking from traditional conventions. Courses may also include the study of major artists, art movements, and styles. Specific course content should align with existing state standards for visual and performing arts proficiency.

Art Appreciation 1 (3511)

Credit: 0.5 – 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

Single semester or yearlong Art Appreciation courses introduce students to the historical study of and foundation for many forms of art. These courses help students form an aesthetic framework to examine social, political, and historical events in the world and how visual images express the ideas of individuals and society. Students are involved in the creative process through research and lecture, responding and dialogue, observation and interpretation with art works and artifacts. Specific course content should align with existing state standards for visual and performing arts proficiency.

Art: Drawing 1 (3521)

Credit: 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

Drawing courses provide a foundation in drawing using a variety of techniques and media (such as pen-and-ink, pencil, chalk, and so on) in both black and white and color, emphasizing observation and interpretation of the visual environment, life drawing, and imaginative drawing. These yearlong courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions. Specific course content should align with existing standards for visual and performing arts proficiency.

Art: Painting 1 (3525)

Credit: 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

Painting courses provide a foundation in painting using a variety of techniques and media (such as watercolor, tempera, oils, acrylics), emphasizing observation and interpretation of the visual environment, life drawing, and imaginative painting. These yearlong courses typically include applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles following and breaking from traditional conventions. Specific course content should align with existing standards for visual and performing arts proficiency.

Ceramics 1 (4561)

Credit: 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

Ceramics/Pottery courses engage students in learning experiences that include the historical and cultural context of ceramics, aesthetic inquiry, and creative production. These yearlong courses provide knowledge of ceramic techniques (e.g., kiln firing and glazing) and processes with an emphasis on creative design and craftsmanship. Courses may include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel. Specific course content should align with existing standards for visual and performing arts proficiency.

Photography 1 (4566)

Credit: 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

Photography courses provide students with an understanding of photographic media, techniques, and processes. These yearlong courses focus on development of photographic compositions through manipulation of the fundamental processes of artistic expression. Students may learn to make meaningful visual statements with an emphasis on personal creative expression to communicate ideas, feelings, or values. Photography courses may also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects. Students engage in critiques of their photographic images, the works of other students, and those by professional photographers for the purpose of reflecting on and refining work. Specific course content should align with existing standards for visual and performing arts proficiency.

PERFORMING ARTS

Chorus 1 (3541), Chorus 2 (3542), Chorus 3 (3543), Chorus 4 (3544)

Credit: 1 *Visual & Performing Arts unit each*

Grade Level(s): 9-12

Prerequisite(s): courses MUST be taught sequentially and CANNOT be offered in any other order

Chorus courses develop students' vocal skills within the context of a choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music. Formal and informal performances may be included as part of chorus instructional programs. Specific course content should align with existing standards for visual and performing arts proficiency.

General Music (3560)

Credit: 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

The yearlong General Music course involves music content that is not grade differentiated and may apply to a range of consecutive grades. General Music courses may introduce students to music history, theory, composition, and/or performance through traditional or contemporary genres. Specific course content should align with existing standards for visual and performing arts proficiency.

Music Composition (3570)

Credit: 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

The yearlong Music Composition course prepares students to express themselves through creating music. These courses may use conventional or unconventional notation and may include instrumental and vocal music. Along with musical instruments and vocals, technology may be used for creating, recording, and performing music. Students may also perform compositions formally or informally and respond to music created in the classroom. Specific course content should align with existing standards for visual and performing arts proficiency.

World Music (4584)

Credit: 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

The yearlong World Music course involves music content that is not grade differentiated and may apply to a range of consecutive grades. World Music courses may introduce students to history, theory, composition, and/or performance through traditional or contemporary world music genres. Specific course content should align with existing standards for visual and performing arts proficiency.

Music Technology (4585)

Credit: 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

The yearlong Music Technology course focuses on using digital and analog tools for recording, composition, notation, and sound manipulation, students will construct musical works, mix and transform music and other sounds, and synchronize music to films. Students will also discuss aspects of music business, including copyright, publishing, and dissemination.

Music Composition and Songwriting (4586)

Credit: 1 *Visual & Performing Arts unit*

Grade Level(s): 9-12

Prerequisite(s): None

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

CAREER AND TECHNICAL EDUCATION (CTE)

Students seeking a high school diploma are required to take one (1) unit of either a World Language or a Career & Technical Education course.

AGRICULTURE, FOOD, AND NATURAL RESOURCES

At SCSD, Agriculture, Food, and Natural Resources career cluster allows for one major and two pathways as follows:

Plant and Animal Systems – Animals 011101	Plant and Animal Systems – Plants 011101
<ul style="list-style-type: none"> • Required: Agricultural Science and Technology (5624) • Required: Small Animal Care (5612) • Animal Science (5603) • Agriculture, Food, & Natural Resources Internship, work-based-credit (5690) 	<ul style="list-style-type: none"> • Required: Agricultural Science and Technology (5624) • Required: Agricultural Mechanics and Technology (5660) • Agricultural Science & Technology Workplace (5620) • Agriculture, Food, & Natural Resources Internship, work-based-credit (5690)

The courses marked "Required" are needed for concentrator status. Completer status requires the four courses listed under the major.

Agricultural Science and Technology (5624)

Credit: 1 *CTE/Agriculture Education unit*

Grade Level(s): 9-12

Prerequisite(s): None

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

Agricultural Mechanics and Technology (5660)

Credit: 1 *CTE/Agriculture Education unit*

Grade Level(s): 10-12

Prerequisite(s): Agricultural Science and Technology (5624)

The yearlong Agriculture Mechanics and Technology course provides development of general mechanical skills, which are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in woodworking, metalworking, welding, small engine repair, basic farm and homestead improvements, participating in personal and community leadership development activities, planning and implementing a relevant work-based learning transition experience, and participating in Future Farmers of America (FFA) activities.

Agricultural Science & Technology Workplace (5620)

Credit: 1 *CTE/Agriculture Education unit*

Grade Level(s): 10-12

Prerequisite(s): Agricultural Science and Technology (5624)

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

Small Animal Care (5612)

Credit: 1 *CTE/Agriculture Education unit*

Grade Level(s): 10-12

Prerequisite(s): Agricultural Science and Technology (5624)

The yearlong 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.

Animal Science (5603)

Credit: 1 CTE/Agriculture Education unit

Grade Level(s): 10-12

Prerequisite(s): Agricultural Science and Technology (5624)

The yearlong Animal Science course provides an overview of the animal science industry, including information on the biological makeup of various species of agricultural livestock. It also provides students with beneficial information on animal behavior before they decide to embark on a career in Animal Science. Animal Science is recommended as a prerequisite for other courses in Animal Science. Typical instructional activities include hands-on experiences with the principles and practices essential in the production and management of farm animals and farm animal products for economic, recreational, and therapeutic uses; participating in personal and community leadership development activities; planning and implementing a relevant work-based learning transition experience; and participating in Future Farmers of America (FFA) activities.

Agriculture, Food, & Natural Resources Internship, work-based-credit (5690)

Credit: 1 CTE/Agriculture Education unit

Grade Level(s): 12

Prerequisite(s): three (3) Agriculture course units within the same program of study

The Agriculture, Food & Natural Resources Internship is a yearlong structured work-based credit-bearing course that is taken as a fourth unit in a three- or four-unit CTE completer program. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed in order to award one Carnegie unit of credit upon successful completion of the course.

ARCHITECTURE AND CONSTRUCTION

At SCSD, Architecture and Construction career cluster allows for one major as follows:

Carpentry 460201	Related Courses
<ul style="list-style-type: none"> • Required: Carpentry 1 (6091) • Required: Carpentry 2 (6092) • Carpentry 3 (6093) • Carpentry 4 (6094) 	<ul style="list-style-type: none"> • Architecture & Construction Internship, work-based-credit (6690)

The courses marked "Required" are needed for concentrator status. Completer status requires the four courses listed under the major.

Carpentry 1 (6091), Carpentry 2 (6092), Carpentry 3 (6093), Carpentry 4 (6094)

Credit: 1 CTE/Architecture & Construction unit each

Grade Level(s): 9-12

Prerequisite(s): courses MUST be taught sequentially and CANNOT be offered in any other order

These yearlong 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 doorjamb; 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

cabinetwork. Carpentry courses may also include career exploration, good work habits, and employability skills.

Architecture & Construction Internship, work-based-credit (6690)

Credit: 1 CTE/Architecture & Construction unit

Grade Level(s): 12

Prerequisite(s): three (3) Architecture and Construction course units within the same program of study (example: Carpentry 1, 2, and 3)

The yearlong Architecture and Construction Internship is a structured work-based credit-bearing course that is taken as a fourth unit in a three- or four-unit CTE completer program. Each work-based learning (credit bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed to award one Carnegie unit of credit upon successful completion of the course.

ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS

At SCSSDB, Arts, A/V Technology, and Communications career cluster allows for one major as follows:

Digital Art and Design 500402	Related Courses
<ul style="list-style-type: none"> • Required: Digital Art and Design 1 (6120) • Required: Digital Art and Design 2 (6121) • Digital Art and Design 3 (6122) • Digital Art and Design 4 (6123) 	<ul style="list-style-type: none"> • Yearbook Production (3769) • Arts, A/V Technology & Communication Internship, work-based-credit (5290)

The courses marked "Required" are needed for concentrator status. Completer status requires the four courses listed under the major.

Digital Art and Design 1 (6120), Digital Art and Design 2 (6121), Digital Art and Design 3 (6122), Digital Art and Design 4 (6123)

Credit: 1 CTE/Art, A/V Technology, and Communications unit each

Grade Level(s): 9-12

Prerequisite(s): courses MUST be taught sequentially and CANNOT be offered in any other order

The ever changing and global technological advancements offer newer and broader opportunities in the creative industry. Each yearlong Digital Art and Design course 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.

Arts, A/V Technology & Communication Internship, work-based-credit (5290)

Credit: 1 CTE/Art, A/V Technology, and Communications unit each

Grade Level(s): 12

Prerequisite(s): three (3) Arts, A/V Technology & Communication course units within the same program of study (example: Digital Arts 1, 2, and 3)

Arts, Audio-Video Technology and Communications Internship is a yearlong structured work-based credit-bearing course that is taken as a fourth unit in a three- or four-unit CTE completer program. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed in order to award one

Carnegie unit of credit upon successful completion of the course. This course will not count as the third unit in the three-unit completer pathway.

Yearbook Production (3769)

Credit: 1 *Elective unit*

Grade Level(s): 9-12

Prerequisite(s): None

Yearbook Production is a yearlong course which allows students to learn the basics of descriptive writing, digital layout and design, photography, and the publication process.

EDUCATION AND TRAINING

At SCSDB, the Education and Training career cluster allows for one major as follows:

Early Childhood Education 131210	Related Courses
<ul style="list-style-type: none"> • Required: Early Childhood Education 1 (5700) • Required: Early Childhood Education 2 (5701) <p>Select One (or more):</p> <ul style="list-style-type: none"> ○ Child Development 1 (5800) ○ Child Development 2 (5801) ○ Foods and Nutrition 1 (5824)⁺ ○ Foods and Nutrition 2 (5825)⁺ ○ Family & Consumer Science 1 (5808)⁺ ○ Family & Consumer Science 2 (5809)⁺ <p>⁺ See HUMAN SERVICES section for course descriptions</p>	<ul style="list-style-type: none"> • Education & Training Internship, work-based-credit (6390)

The courses marked "Required" are needed for concentrator status. Completer status requires the two courses marked "Required" AND at least one more course listed under "Select One."

Early Childhood Education 1 (5700)

Credit: 1 CTE/*Education & Training unit*

Grade Level(s): 9-12

Prerequisite(s): None

The yearlong Early Childhood Education 1 course 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. Participation in student organizations, Educators Rising (former Future Educators Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhances the learning experience.

Early Childhood Education 2 (5701)

Credit: 1 CTE/*Education & Training unit*

Grade Level(s): 10-12

Prerequisite(s): Early Childhood Education 1 (5700)

The yearlong Early Childhood Education 2 course 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. Participation in student

organizations Educators Rising and/or Family, Career and Community Leaders of America (FCCLA) enhance the learning experience.

Child Development 1 (5800)

Credit: 1 CTE/*Education & Training unit*

Grade Level(s): 9-12

Prerequisite(s): None

The yearlong Child Development 1 course 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. Integration of the Family and Consumer Sciences student organization, Family, Career and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Child Development 2 (5801)

Credit: 1 CTE/*Education & Training unit*

Grade Level(s): 10-12

Prerequisite(s): Child Development 1 (5800)

The yearlong Child Development 2 course 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 caregiving 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. This course builds on skills and information introduced in Child Development 1. Skills acquired in Child Development 1 and 2 provide a foundation for further studies and employability in Childcare and Early Childhood Education. Critical thinking and practical problem solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, and communications. Integration of the Family and Consumer Sciences student organization, Family, Career and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Education & Training Internship, work-based-credit (6390)

Credit: 1 CTE/*Education & Training unit*

Grade Level(s): 12

Prerequisite(s): three (3) Education & Training course units within the same program of study (example: Early Childhood Education 1 & 2 and Child Development 1)

The yearlong Education and Training Internship is a structured work-based credit-bearing course that is taken as a fourth unit in a three- or four-unit CTE completer program. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed in order to award one Carnegie unit of credit upon successful completion of the course.

HUMAN SERVICES

At SCSD, the Human Services career cluster allows for one major as follows:

Family and Consumer Sciences 190101	Related Courses
<ul style="list-style-type: none"> • Required: Family & Consumer Science 1 (5808) • Required: Family & Consumer Science 2 (5809) <p>Select One (or more):</p> <ul style="list-style-type: none"> ○ Foods and Nutrition 1 (5824) ○ Foods and Nutrition 2 (5825) ○ Child Development 1 (5800) + ○ Child Development 2 (5801) + <p>+ See EDUCATION AND TRAINING section for course descriptions</p>	<ul style="list-style-type: none"> • Family and Consumer Sciences Internship, work-based-credit (5890)

The courses marked "Required" are needed for concentrator status. Completer status requires the two courses marked "Required" AND at least one more course listed under "Select One."

Family & Consumer Science 1 (5808)

Credit: 1 CTE/Family & Consumer Sciences unit

Grade Level(s): 9-12

Prerequisite(s): None

The yearlong Family and Consumer Sciences 1 course is a comprehensive course designed to provide students with the core knowledge and skills needed to manage their lives. Project based instruction provides students with opportunities to utilize higher order thinking, communication, and leadership skills impacting families and communities. Concepts incorporate interpersonal relationships, career, community, and family connections, family, nutrition and wellness, consumer and family resources, fashion and apparel, food production and service, parenting, and housing into a rigorous and relevant curriculum. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), enhances this curriculum.

Family & Consumer Science 2 (5809)

Credit: 1 CTE/Family & Consumer Sciences unit

Grade Level(s): 10-12

Prerequisite(s): Family & Consumer Science 1 (5808)

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

Foods and Nutrition 1 (5824)

Credit: 1 CTE/Family & Consumer Sciences unit

Grade Level(s): 9-12

Prerequisite(s): None

Students enrolled in the yearlong Foods and Nutrition 1 course 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 1 is a prerequisite for Foods and Nutrition 2. Inclusion of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Foods and Nutrition 2 (5825)

Credit: 1 CTE/Family & Consumer Sciences unit

Grade Level(s): 10-12

Prerequisite(s): Foods and Nutrition 1 (5824)

Students enrolled in the yearlong Foods and Nutrition 2 course 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 PreAssessment and Certification (PrePAC) Nutrition Food and Wellness certifications provide increased marketability. Skills acquired in Foods and Nutrition 2 provide a foundation for further studies and employability in nutrition and food service. Inclusion of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Family and Consumer Sciences Internship, work-based-credit (5890)

Credit: 1 CTE/Family & Consumer Sciences unit

Grade Level(s): 12

Prerequisite(s): three (3) Family and Consumer Sciences course units within the same program of study (example: Family & Consumer Science 1 & 2 and Foods & Nutrition 1)

The yearlong Family and Consumer Sciences Internship is a structured work-based credit-bearing course that is taken as a fourth unit in a three- or four-unit CTE completer program. Each work-based learning (credit bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed to award one Carnegie unit of credit upon successful completion of the course. This course will not count as the third unit in the three-unit completer pathway.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

PLTW – Introduction to Engineering Design (6051)

Credit: 1 CTE/STEM unit

Grade Level(s): 9-12

Prerequisite(s): None

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

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

At SCSD, the Transportation, Distribution, and Logistics career cluster allows for one major as follows:

Power Equipment Technology 470606	Related Courses
<ul style="list-style-type: none"> • Required: Power Equipment Technology 1 (6300) • Required: Power Equipment Technology 2 (6301) • Power Equipment Technology 3 (6302) • Power Equipment Technology 4 (6303) 	<ul style="list-style-type: none"> • Transportation, Distribution, and Logistics Internship, work-based-credit (6790)

The courses marked "Required" must be completed to earn concentrator status. Completer status requires the four courses listed under the major.

Power Equipment Technology 1 (6300), Power Equipment Technology 2 (6301), Power Equipment Technology 3 (6302), Power Equipment Technology 4 (6303)

Credit: 1 CTE/Transportation, Distribution, and Logistics unit each

Grade Level(s): 9-12

Prerequisite(s): courses MUST be taught sequentially and CANNOT be offered in any other order

Each yearlong course in 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.

Transportation, Distribution, and Logistics Internship, work-based-credit (6790)

Credit: 1 CTE/Transportation, Distribution, and Logistics unit

Grade Level(s): 12

Prerequisite(s): three (3) Transportation, Distribution, and Logistics course units within the same program of study (example: Power Equipment Technology 1, 2, and 3)

Transportation, Distribution, and Logistics Internship is a yearlong structured work-based credit-bearing course that is taken as a fourth unit in a three- or four-unit CTE completer program. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed to award one Carnegie unit of credit upon successful completion of the course.

WORKPLACE SKILLS & WORKFORCE READINESS

Workplace Skills 1 (389911CW)

Credit: 1 *elective unit*

Grade Level(s): 9-12

Prerequisite(s): None

- Students will work on foundational employability skills, including:
- Interpersonal communication and emotional intelligence
- Time management and reliability
- Critical thinking and problem solving
- Writing and organization
- Collaboration and team work
- Resilience and initiative

In this yearlong course, career development work will include career exploration, resume writing, cover letter development, and mock interviews. Students will be provided opportunities to mentor, shadow and complete internships on and off campus.

Workplace Skills 2 (389913CW)

Credit: 1 *elective unit*

Grade Level(s): 9-12

Prerequisite(s): Workplace Skills 1 (389911CW)

Students will continue to develop foundational skills with the addition of the following:

- Conflict resolution
- Adaptability
- Creativity
- Decision-making
- Team work

In this yearlong course, career development will continue to work on searching for jobs, resume writing, solidifying a cover letter and mock interviews. Students will have mentoring, shadowing, and internship experiences.

Workplace Skills 3 (389915CW)

Credit: 1 *elective unit*

Grade Level(s): 9-12

Prerequisite(s): Workplace Skills 2 (389913CW)

In this yearlong course, students will hone the employability skills they have previously learned, with an expanded focus on leadership and personal development skills. Career development will focus on finding a job, writing a resume and cover letter to fit the position, and preparing for an interview.

Workplace Skills 4 (389917CW)

Credit: 1 *elective unit*

Grade Level(s): 9-12

Prerequisite(s): Workplace Skills 3 (389915CW)

In this yearlong course, students will use this time to complete research, obtain, and complete a 40-hour internship preparing them to be career-ready according to the South Carolina Department of Education's Profile of a South Carolina Graduate.

Workforce Readiness (389919CH)

Credit: 0.5 *elective unit*

Grade Level(s): 9-12

Prerequisite(s): None

In this semester long course, students will work on the Microburst Employability Certification and prepare for the WIN Career Readiness Assessment.

- Resume Building
- Interviewing Skills
- Cover Letters
- Thank You Notes