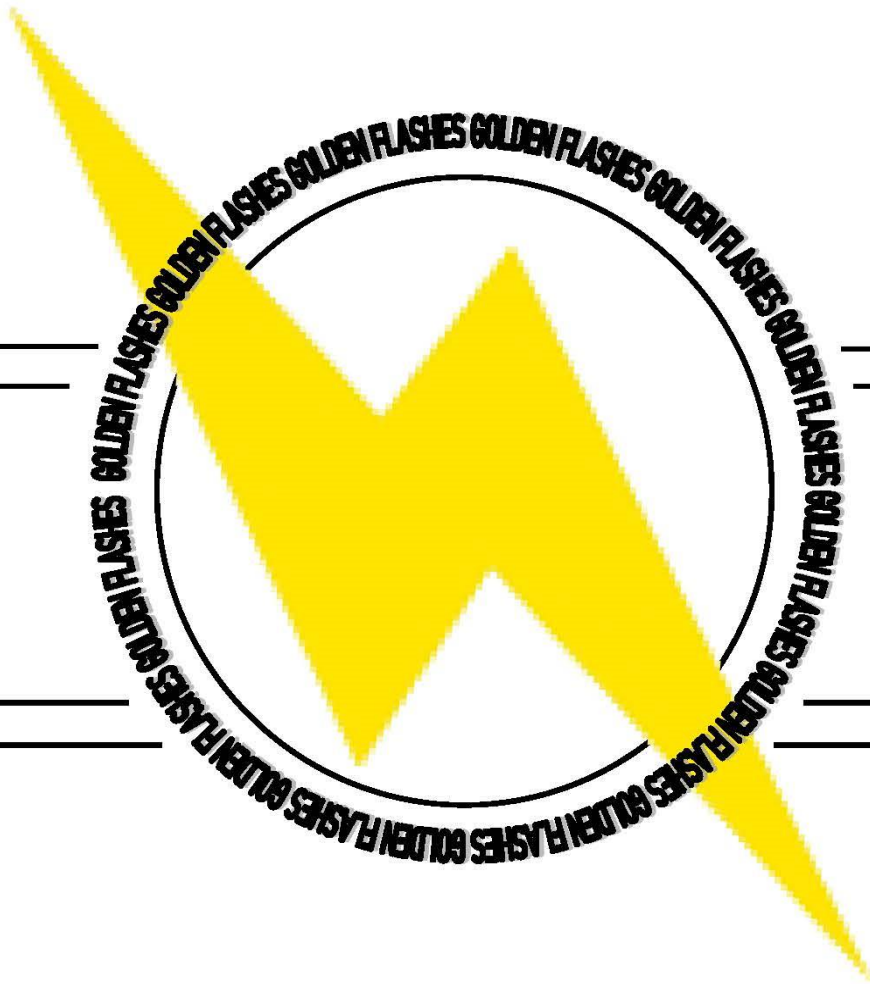


# Johnsonville High School

2023 - 2024



G R E A T

S T U D E N T S

G R E A T

F A C U L T Y

## COURSE CATALOG

Cover by Tejanae Linton, Class of 2024

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**JOHNSONVILLE HIGH SCHOOL MISSION STATEMENT:**

Johnsonville High School will provide innovative educational experiences which will empower students to become responsible life-long learners.

**Motto:** “Empower the Learner”

**MESSAGE FROM ADMINISTRATION:**

Johnsonville High School prides itself on having students become successful in life after high school. It is our goal to provide a course of study that is both relevant and challenging for all students. By carefully selecting and completing coursework, you should be prepared to face the challenges of the 21<sup>st</sup> Century.

Block Scheduling allows students to take up to four credits per semester. Over a four-year period, 32 opportunities are available for you to prepare for life after high school. You should select each course wisely as you consider your career goals. The course selection becomes more complex as you realize that there are various levels and career pathways to choose from. I encourage you to remember that your choices directly impact your class rank and even how you align with students from other high schools. As you select your courses of study, please carefully consider all of the factors involved.

In realizing how monumental this task may be for you, I offer to you (student and your parents), one approach which may simplify this selection process. A series of questions may be used to evaluate your choices. Course selections should include all four years, realizing that adjustments may need to be made each year. Also, the units already earned should be included in your list.

Here are the questions:

1. What units are needed to complete the requirements for the high school diploma?
2. What courses are needed to prepare me for my career?
3. What courses will satisfy the requirements for admission to the two-year or four-year college of my choice?
4. Which courses will make me computer literate?
5. Which courses provide for experiences in the fine arts?
6. Have I balanced each year's courses so I have not scheduled a heavy or a light year?

I encourage you to evaluate your course selections each year and make certain that you are enrolled in the courses that will give you the opportunity to meet your goals at Johnsonville High School and beyond. Feel free to speak with me or Mrs. Diane Prosser (Guidance Counselor) if you have questions throughout your course of study.

*Sam Tuten*

Principal

### **BLOCK SCHEDULING PROVIDES MORE OPPORTUNITIES:**

Block scheduling opens a new world of opportunity for students in Florence School District Five. With the advantage of eight units each year, students will be able to broaden their high school electives to include career-oriented selections. The opportunity for acceleration, especially in the area of science, will provide more students the opportunity to explore all areas of science - biological, chemical, and physical. With acceleration, too, more students will be able to reach higher levels in many of the curricular areas.

### **CLASS LOAD:**

All ninth, tenth, and eleventh grade students are recommended to take eight subjects for credits. All seniors are recommended to carry a minimum of six units of work to remain eligible for honor roll and academic lettering. There will be **no early dismissals or late arrivals except for approved apprenticeships and seniors.**

### **CLASS MINIMUM ENROLLMENT:**

Classes will be offered in subjects meeting the minimum enrollment standard and where Florence School District Five funding for the subject is feasible. Minimum class enrollment for beginning subjects is ten students, and no fewer than eight students should be enrolled in second- or third-year courses. Students who select subjects which do not meet minimum enrollment standards will be allowed to make alternate subject choices.

### **PLANNING FOR CAREERS:**

Johnsonville High School is committed to providing the best education possible for all of its students. Therefore, the high school is continually updating its curriculum to meet the challenges of an ever-changing society and world of work.

Not many years ago, a high school diploma was enough for one to qualify for many satisfying and rewarding jobs. However, as we approach the 21<sup>st</sup> century, we recognize that most good jobs require education beyond a high school diploma. This is evident today as legislation has seen a need to increase the number of unit credits for a state high school diploma.

Consequently, JHS is adding courses that will help each student build a solid foundation to pursue post-secondary education in a two-year or four-year college or to enter the world of work and enjoy a rewarding career.

We at Johnsonville High School have high expectations for all of our students because we feel that they can achieve at high levels. Recognizing that students will attend high school for a very short time in their lives, we know they do not have time to “waste.” Teachers, parents, counselors, and administrators, must plan carefully the paths they should travel to obtain the best education possible in order to take advantage of the many opportunities available to them. Good choices plus hard work will enable students to make their **DREAMS BECOME REALITIES.**

Students should consider and investigate career and academic possibilities in choosing their courses of study, whether they intend to enter either a two-year or four-year college/university or the world of work after leaving high school. Whatever path the students choose, they should give careful consideration in selecting courses in computers, business, technology, and other areas that will give them opportunities to gain career-related skills as well as expand their understanding of career options.

Johnsonville High School wants all of its students to know that they have career choices and that they should prepare for these choices by setting definite goals. They must obtain the necessary education and training during their high school years to prepare for their future. For additional information on career pathways, etc., students should consult with their counselor and/or career facilitator.

## **CAREER CLUSTERS:**

**Architecture & Construction** – Careers in designing, planning, managing, building and maintaining the built environment.

**Arts, A/V Technology & Communications** – Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

**Business, Management & Administration** – Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

**Education & Training** – Planning, managing and providing education and training services, and related learning support services.

**Finance** – Planning, services for financial and investment planning, banking, insurance, and business financial management.

**Government & Public Administration** – Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

**Health Science** – Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**Hospitality & Tourism** – Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

**Human Services** – Preparing individuals for employment in career pathways that relate to families and human needs.

**Information Technology** – Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.

**Law, Public Safety, Corrections & Security** – Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

**Manufacturing** – Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

**Marketing, Sales & Service** – Planning, managing, and performing marketing activities to reach organizational objectives.

**Science, Technology, Engineering & Mathematics** – Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

**Transportation, Distribution & Logistics** – Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

To be eligible to receive a South Carolina High School Diploma, students must earn 24 units of credit and demonstrate proficiency in computer literacy. The 24 units of credit must be distributed as follows:

**GRADUATION REQUIREMENTS**

Language Arts.....	4 units
(English I, II, III, IV)	
Mathematics.....	4 units
Social Studies.....	3 units
(Amer. History, Econ., Government, and one additional Social Studies unit.)	
Science.....	3 units
P. E. ....	1 unit
Computer Science.....	1 unit
Foreign Language or Occupational Education.....	1 unit
Electives.....	7 units

(College-bound students must earn one unit of a foreign language; Tech Prep students must earn one unit of an applied academics or Career and Technology Education (CATE) course.)

**PROMOTION REQUIREMENTS:**

**9<sup>th</sup> Grade Placement** - Student shall have successfully completed grade 8.

**10<sup>th</sup> Grade Placement** - Student must have earned **6 units**, including English I and one math unit.

**11<sup>th</sup> Grade Placement** - Student must have earned **12 units**, including English I, English II, two math units, one social studies unit, and one science unit.

**12<sup>th</sup> Grade Placement** - Student must have earned **18 units**, including English I, English II, English III, three math units, two social studies units, and two science units.

\*Special education students who do not earn a high school diploma, but meet the requirements of their IEP will receive a Certificate of Attendance. Promotion and/or retention will be updated each year based on successful completion of IEP goals and objectives.

**HIGH SCHOOL COURSE REQUIREMENTS FOR APPLICANTS TO  
PUBLIC COLLEGES AND UNIVERSITIES**

<b>AREA</b>	<b>UNITS</b>	
English	4	At least two must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of <b>College Preparatory</b> English I, II, III, and IV will meet this criterion.
Mathematics	4	These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra III/Trigonometry (Pre-calculus), Calculus, Statistics, Discrete Mathematics or a Capstone Mathematics course and should be taken during the senior year.
Science	3	Two units must be taken in two different fields of the physical or life sciences and selected from among Biology, Chemistry, or Physics. The third unit may be from the same field as one of the first two units (Biology, Chemistry, or Physics) or from any laboratory science for which Biology and/or Chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which Biology and/or Chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in this section. It is also strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.
Foreign Lang.	2	Two units of the <b>same</b> foreign language.
Electives	1	One unit must be taken as an elective. A <b>college preparatory</b> course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory course in English, Fine Arts, Foreign Languages, Social Science, Humanities, Laboratory Science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite); or Mathematics above the level of Algebra II.
Social Science	3	One unit of U.S. History is required; a half unit of Economics and a half unit in Government are strongly recommended and one additional unit of social studies.
P.E.	1	
Fine Arts	1	One unit in Appreciation of, History of, or Performance in one of the fine arts.

**\*\*\*The College Preparatory Course Prerequisite Requirements are minimal requirements for four year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission.**

## Proposed South Carolina Financial Aid Programs Under the S. C. Education Lottery Act

*The SC Commission on Higher Education provided the following information.*

During the 2001 legislative session, the General Assembly approved the South Carolina Education Lottery Act. This Act provides for the eligibility requirements for the new and revised state student aid programs. The following is a summary of eligibility requirements and award amounts for the new and revised programs that are effective fall 2002.

### **SC HOPE Scholarship**

Any first-time entering freshmen SC resident who graduates from a SC high school or home school program with a 3.0 cumulative grade point average, and otherwise does not qualify for a LIFE Scholarship, will likely be eligible to receive up to \$2,000 for the freshmen year only at an eligible four-year public or independent institution.

### **Lottery Tuition Assistance**

This program will provide up to the cost of tuition for any SC resident who attends a two-year public or technical institution. SC residents attending a two-year independent institution will receive up to the maximum in-state tuition rate at the state's two-year public institutions. The student must maintain and earn at least six credit hours each semester and complete a FAFSA each year.

### **Expanded LIFE Scholarship Program**

SC residents who graduate from high school will need to meet **two of three criteria** to be eligible to receive the LIFE Scholarship:

1. Earn a minimum 3.0 cumulative grade point average on the state uniform grading scale,
2. Score 1100 on the SAT (this score does not include the writing portion) or 24 on the ACT, or
3. Rank in the top 30 percent of their graduating class.

The award amount will be \$4,700.00 plus a \$300 book allowance for students attending a four-year public or private. The Lottery Tuition Assistance Program will replace the LIFE Scholarship Program at the two-year public and independent institutions. The student must maintain and earn at least 15 credit hours each semester to maintain their life scholarship at the technical schools.

### **Palmetto Fellows Scholarship Program**

The Commission on High Education will award all eligible applicants for the Palmetto Fellows Scholarship without regard to the type of institution they plan to attend. The current award amount is up to \$7,000 per academic year. This will retain the Palmetto Fellows Scholarship as the premier scholarship in the State. **Therefore, it is strongly recommended that all eligible students complete the Palmetto Fellows Scholarship application.** Palmetto Fellows Scholarship recipients are not eligible for the Life or Hope Scholarships.

The eligibility requirements for Palmetto Fellows are:

1. Score at least 1200 (this score does not include the writing portion) on the SAT or 25 on the ACT;
2. Earn a 3.5 GPA on the State Uniform Grading scale at the end of the junior year; and
3. Rank in the top 6% of the class at the end of either the sophomore, junior year, or senior year.



## **DESIGNATION OF COURSE LEVELS:**

In order to better meet the needs of individual students who vary in styles and rates of learning, Johnsonville High offers courses taught at various instructional levels. These instructional levels are College Preparation (CP), Honors (H) and Dual Enrollment (DE). Methods and materials may vary from level to level to provide the most appropriate instructional approach.

**College Preparation (CP)** - These courses are designed for the students whose aptitude and achievement qualify them for intense study at an increased pace and who plan to enter four-year colleges or universities.

**Honors (H) or Dual Enrollment (EW)** - Honors courses are college preparation courses for students with superior ability and achievement. These are accelerated courses which are provided for students who meet the placement criteria. A dual enrollment course is a college level course that allows students to receive college credit while still in high school, allowing them to get a head start on earning college credits before they graduate high school.

## **WHO DETERMINES LEVEL?**

Placement of the instructional levels as described above will be recommended by the instructional teacher. The teacher, in an effort to choose the most appropriate level, will consider several aspects of student performance.

The criteria considered in the placement procedures are the semester grade in the current course, standardized test scores, and the student's commitment as judged by the teacher.

In course selections and placement, students may sign up if they meet all requirements and have taken the necessary prerequisites. The criteria for course placement will be (1) teacher recommendation; (2) previous school performance; (3) standardized test scores; and (4) parent and student choice.

The recommended level of English, math, science, and social studies courses will be indicated on the student's registration sheet. **If the parent/guardian wishes the student placed in a level not recommended by the subject teacher, the parent/guardian must attend a parent/teacher conference to discuss the appropriateness of any necessary changes, and complete a Level Change Request form, and have the request approved by the principal.**

**Students are reminded that once school begins, a change of level may be impossible due to a lack of space in the course(s) to which they wish to move. In such cases the student would be required to remain in the course originally chosen. ALL CHANGES MUST HAVE ADMINISTRATION'S APPROVAL.**

**\*SPECIAL NOTE\*** Due to attendance regulations and state high school credit requirements, a ½ unit course change (if granted) would have to be made within the first three days of the semester; a unit course change (if granted) would have to be made within the first five days of the semester.

## **PLAN A PROGRAM TO MEET FUTURE CAREER GOALS:**

- I GATHER INFORMATION**
  - A. Requirements for graduation
  - B. Career interests and assessments
  - C. Requirements for technical training
  - D. Requirements for two & four-year college admissions and majors
  - E. Course descriptions

**II SET GOALS**

- A. Graduation
- B. Future career
- C. Work
- D. Technical training
- E. Military
- F. Two-year College
- G. Four-year College

**III DEVELOP PLAN**

- A. Obtain teacher's and advisor's recommendations
- B. Meet with counselor and/or career facilitator
- C. Talk with parents
- D. Develop plan of action
- E. IGP conference and confirm plan of action

**CAREER PLANNING FLOW CHART**

**STEP 1:**

List your job/career choice:

**STEP 2:**

Check all education and/or training required:

- \_\_\_ 1. High school diploma
- \_\_\_ 2. Career and Technology (CATE) training in high school
- \_\_\_ 3. Other career training
- \_\_\_ 4. Associate degree (two-year College)
- \_\_\_ 5. Bachelor's degree (four-year College)
- \_\_\_ 6. Professional degree (master's/doctorate)

**STEP 3:**

If your career requires more than Career and Technology Training, list colleges that offer degrees in your area of interest:

**STEP 4: Plan**

**Your High School Courses**

- A List all courses you plan to take during grades 9-12.
- B Discuss your four-year plan with your counselor and/or career facilitator.
- C Remember: Planning the right academic and Career and Technology Education (CATE) courses in high school can save you time, money, and frustration in preparing for your career.

**STEP 5: Plans for an Early Graduation**

1. Students wishing to graduate early must consult with his/her guidance counselor to verify that graduation requirements can be met by anticipated date of graduation.
2. Students must receive permission to graduate early from the school principal.
3. Students graduating early will not be considered for top ten honors (i.e. preferential seating on the floor, program speaker, etc...) at the Graduation and Class Night exercises.
4. Students graduating early and who have completed all graduation requirements will have the class rank at the time they left school. Class rank may change after a student elects to graduate early depending of the performance of his/her classmates in the final semester of the graduating year. The final transcript grade point average that is calculated at the end of the year will determine the overall class rank for each graduate.
5. Early graduates will be eligible for consideration for scholarships in the year their class graduates.
6. Student graduating early will be counted with the other 2024 graduates and will be noted as such in power school for the purpose of state scholarships.
7. Early graduates will be permitted to participate in the regular commencement exercises if they so desire as well as Class Night.

COURSE	GRADE
<b>FRESHMAN YEAR</b>	
<b>SOPHOMORE YEAR</b>	
<b>JUNIOR YEAR</b>	
<b>Senior Year</b>	

## GRADING INFORMATION:

### GRADING AND REPORTING

Grades are reported on a nine-week basis. Interim reports are issued at the mid nine-week period to inform parents of student progress.

### STATE UNIFORM GRADING SYSTEM

The following new grading scale policy will apply to all South Carolina schools:

All grades on report cards and transcripts in South Carolina public high schools will be numerical.

The numerical breaks for corresponding letter grades are:

A = 90-100	I = Incomplete
B = 80-89	FA = Failure due to excessive absences
C = 70-79	WP = Withdrew passing
D = 60-69	WF = Withdrew failing
F = 59 and below	NC = No credit (audit)

A student's grade-point average (G.P.A.) will be figured from the grade-point conversion table that follows these explanations.

The conversion table assigns "quality points" to each numerical grade depending on the grade earned and the category of weight assigned to the course taken. College Prep courses earn the base weight. Advanced Placement courses earn a full quality point more than the base weight.

(For example, a student who earns a 100 in a College Prep course receives 5.00 quality points whereas a student with a 100 in an Honors course receives 5.50 quality points and a student who receives a 100 in an Advanced Placement course receives 6.00 quality points.)

The formula for figuring Grade Point Ratios (GPR) is:

$$\text{GPR} = \frac{\text{Sum (quality points X units attempted)}}{\text{Sum of units attempted}}$$

Students and parents need to choose courses carefully. These are guidelines that outline consequences for students who withdraw from a course.

Students who withdraw from a course after three days in a 45-day course or five days in a 90-day course shall be assigned a grade of 50 and 0 quality points. The F will be calculated in the student's overall grade point ratio. In this system, rules do apply to retaking courses. If a student earns a D or F in a course, the course may be retaken **no later than the next academic year**. The F earned and the grade earned in the retake will be figured into the overall grade point ratio.

A student who has taken a course for a Carnegie unit **prior to his or her 9<sup>th</sup> grade year** may retake that course (regardless of the grade earned) at any grade level provided it is during the current school year or no later than the next year. A student who wishes to retake a course in which they made a D, may do so no later than the next academic year; however, the retaken courses will not be computed into the ranking systems. The first grade earned will be used to compute the G.P.A.

<b>South Carolina Uniform Grading Scale Conversions</b>				
<b>Numerical Average</b>	<b>Letter Grade</b>	<b>College Prep</b>	<b>Honors</b>	<b>AP/IB/Dual Credit</b>
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
WF	F	0.000	0.000	0.000
WP	-	0.000	0.000	0.000

## College and Career Readiness

These opportunities may include, but are not limited to, the following:

**Youth Apprenticeship**-Beginning as early as the 11<sup>th</sup> grade, students who are at least 16 years old will be able to participate in structured employer-sponsored training at the work site while also attending school to complete academic courses and technical and occupational instruction.

**Mentorship**-Mentorships enable youth apprentices to link with work-site mentors, experienced and qualified technicians who provide instruction in workforce entry-level skills. Work-site mentoring is usually connected to a formal agreement through the youth apprenticeship experience.

**Shadowing**-Students may participate in partial-day, full-day, or week-long shadowing experiences that provide a broad overview of all aspects of business or industry by allowing students to follow one or several persons on the job. These occupations provide students exposure to various careers to assist in career decision-making.

**Internship**-Internships provide a one-on-one relationship for “hands-on” learning in an area of student interest. A learning contract outlines the expectations and responsibilities of both parties. The student works regularly after school or during the summer in exchange for the mentor’s time in teaching and demonstrating.

**Service Learning**-Students are provided the opportunity to combine school-based learning with work-based activities in a community agency or project. The student may participate as a member of a work team with specific goals and activities to be accomplished.

**Cooperative Education**-Cooperative education consists of joint arrangements between schools and employers, allowing students to receive occupational instruction in school and related on-the-job training through part-time employment. Students may earn work-based course credit.

### SAT/ACT

Since SAT/ACT results are used for college admissions, **students should take SAT/ACT near the end of the sophomore year or very early in the junior year so that they will have adequate time to receive score reports for college and scholarship applications.** Current schedules of the Saturday test dates and all necessary registration materials are available in the Guidance Office and posted in most classrooms. However, the students, not the school, must complete the online registration process before the designated deadline. Those students who do not test well on the SAT may choose to switch over and take the ACT.

**\*Special Note: It is highly recommended that only students who have completed Algebra I, Geometry, English I CP, English II CP, and a SAT/ACT Improvement course should take the SAT/ACT. In addition, those students planning to take the SAT/ACT should have completed Algebra II or be currently enrolled in Algebra II.**

### PREPARATION FOR THE SAT AND ACT:

All students planning to attend college will be enrolled in a strong college preparation curriculum for all four years of high school. The classes in this curriculum provide the academic foundation and enrichment required for success in college, and help prepare students to take SAT, and ACT.

In summary, students should prepare for college and for these tests by taking the most challenging academic courses for which they are capable, working to capacity in these courses, and reading regularly for study and pleasure.

### COLLEGE ADMISSION AND SCHOLARSHIPS:

Most colleges require completion of a college preparation curriculum for admission. Most also use other admission criteria such as class rank, cumulative grade average, and college entrance examination scores.

To ensure acceptance to college, students must, therefore, do the best academic work that they can during high school. They should plan to take the ACT/SAT second semester of their sophomore year. Participation in extracurricular activities which enhance academics or improve the school environment helps students become well-rounded individuals. It is recommended that students take the ACT and/or SAT as many times as necessary to get the score they need BEFORE the beginning of their senior year.

Most college academic scholarships are awarded on the same types of criteria, so students who are interested in competing for these should concentrate on doing well in academic areas and contributing to several extracurricular activities.

### **ACCREDITATION OF JHS**

Johnsonville High School is fully accredited by AdvancED and the South Carolina State Department of Education. Offerings listed in this Program of Study Guide were formulated on the basis of guidelines established for accreditation of South Carolina high schools by the State Board of Education.

### **SCHOOL ATTENDANCE REQUIREMENTS**

Student attendance requires the following days present to receive credit, provided the student receives a passing grade in the course.

IN A 45-DAY COURSE, a student must be present 42 days.

IN A 90-DAY COURSE, a student must be present 85 days.

**\*SPECIAL NOTE\* A student must meet hour requirements for units of credit. A student needs 120 hours for one unit of credit and 60 hours for a half unit of credit. On the block schedule of 90 minutes a student must attend 80 minutes to receive credit.** Students who exceed the approved limits for absences are subject to not receiving credit in the course.

### **ATTENDANCE RECOVERY**

Students will be allowed to make up three absences in each one-unit course and two absences in each ½ unit course beyond the South Carolina Department of Education allowable absences. Students must have a passing grade in the class he/she is attempting to recover. Students must be present a minimum of one hour per absence, per class to receive credit for class attendance. Upon completion of attendance recovery, the original passing final average will be restored. Attendance recovery is held at the end of each semester. Any courses not restored by participation in the attendance recovery program will result in retaking the course. Any documentation that may excuse an absence must be submitted one week prior to the last day of the semester for which credit is being sought.

**JOHNSONVILLE HIGH SCHOOL'S EDUCATION COURSES DO NOT DISCRIMINATE ON THE BASIS OF RACE, SEX, NATIONAL ORIGIN, HANDICAP OR DISADVANTAGEMENT.**

## **COURSE DESCRIPTIONS**

### **ENGLISH/LANGUAGE ARTS**

#### **ENGLISH 1 CP (302423CW)**

Credit: 1 Unit Grade Placement: 9

Prerequisite: 8<sup>th</sup> Grade English

This course is designed to prepare students for the demands of a two or four-year degree or the workplace. The course includes a review of grammar and mechanics rules and a thorough introduction to the writing process and various writing purposes. One of the main focuses is the literary analysis essay. The literature study includes analysis of various genres, such as poetry, short story, drama, epic, literary essays, and non-fictional novel. Daily vocabulary study and preparation of a research project at the end of the semester is required.



**ENGLISH 2 H (302524HW)**

Credit: 1 Unit Grade Placement: 10

Prerequisite: It is strongly recommended that a student have 85+ average in English I H or 90+ average in English 1 CP, teacher recommendation, and proficient scores on the Reading & Writing subtests.

This course is designed for the exceptional tenth grade English student who has demonstrated a strong work ethic, a strong grammatical and writing background, and a willingness to assume academic responsibility. The course provides a more advanced experience in composition and literary analysis, as well as listening and speaking skills. Students will independently read and analyze assigned novels and prepare a variety of written reports, including several research projects. **All students are required to take the EOC which will count 20% of their final grade.**

**ENGLISH 2 CP (302523CW)**

Credit: 1 Unit Grade Placement: 10

Prerequisite: English 1CP

This course is designed to prepare students for the demands of a two or four-year degree or the workplace. The course emphasizes an introduction to many literary genres, such as poetry, short story, drama, epic, non-fictional essay, and novel. Integrated instruction in literature, grammar, writing, and vocabulary will help students develop higher order thinking skills. Instruction will prepare students for state standardized test. **All students are required to take the EOC which will count 20% of their final grade.**

**ENGLISH 3 H (302624HW)**

Credit: 1 Unit Grade Placement: 11

Prerequisite: It is strongly recommended that a student have 85+ average in English 2 H or 90+ average in English 2 CP, and teacher recommendation.

Students will be involved in a more intensive study of composition and American literature than in a college prep class. The course will emphasize the development of critical thinking and writing skills in relation to the literature studied. It aims to provide a more advanced and extensive experience in composition, in literary analysis, and in critical reading, listening, and speaking skills. Students will be involved in both collaborative and independent work. Essay writing will be the customary evaluation tool to demonstrate the depth of understanding of material. Required components include reading parallel novels and completing a variety of research projects.

**ENGLISH 3 CP (302623CW)**

Credit: 1 Unit Grade Placement: 11

Prerequisite: English 2CP

The course emphasizes a survey and analysis of American literature, a study of vocabulary, and a review of English grammar, mechanics, and sentence structure through composition. It is designed for college-bound students or students who desire a more academic course of study. Required reading components include reading parallel novels and completing a variety of research projects.

**ENGLISH 4 H (302724HW)**

Credit: 1 Unit Grade Placement: 12

Prerequisite: It is strongly recommended that a student have 85+ average in English 3 H or 90+ average in English 3 CP, and teacher recommendation.

Students will be involved in an intensive study of composition and British literature. The course will emphasize the development of critical thinking and writing skills in relation to the literature studied. The aim is to provide an advanced and extensive experience in composition; literary analysis; and critical reading, listening, and speaking skills. Students will be involved in both collaborative and independent work. Essay writing will be the primary evaluation tool to demonstrate the depth of understanding of material. Parallel reading of assigned books, the preparation of a research project, and daily vocabulary study are required.

**ENGLISH 4 CP (302723CW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: English 3CP

This course is designed for twelfth graders who plan to enroll in a college or university after graduation. Assignments will emphasize the interrelationship of composition skills and the in-depth study of British literature. The essay is the major evaluation tool to demonstrate the mastery of critical analysis. Requirements include the preparation of a research project, the parallel reading of assigned novels, and daily vocabulary.

**ADVANCED COMPOSITION H (303024HW)**

Credit: 1 Unit Grade Placement: 12

Prerequisite: English 4 CP OR English 4 H

This honors course is designed as an elective for college-bound juniors or seniors who wish to sharpen their essay writing skills. The course covers the writing process, paragraphing, and essay writing, with an emphasis on written analysis of literature.

It is strongly recommended that enrollees should have a 90 average or better in college prep or honors English courses; the recommendation of their English teacher; and a thorough knowledge of English grammar, mechanics, and sentence structure. It is a prerequisite for AP English.

**SPEECH CP (304000CW)**

Credit: 1 Unit Grade Placement:9-12

This course is designed to offer instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. This course is also designed to reinforce grammatical terms and exercises to avoid mistakes and to improve writing skills while including analytical and interpretive skills through the study of composition and video analysis. The instructional focus will stress organization, selection, and arrangement of material, and use of transitions and rhetorical effects in making brief speeches to inform, persuade, or entertain.

**FOREIGN LANGUAGE**

**FRENCH 1 CP (361123CW)**

Credit: 1 Unit Grade Placement: 10-12 (9<sup>th</sup> Honors students will be considered)

French 1 is an introduction to the French language and culture. Students learn basic expressions, culture, and history. Daily at-home practice will be required. An emphasis will be placed on the ability to communicate in the French language.

**FRENCH 2 CP (361223CW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Successful completion of French 1.

French 2 is a continuation of French I with a more in-depth exploration of the language, culture, and history. Daily at-home practice will be required. An emphasis will be placed on the ability to communicate in the French language. The study of French grammar and vocabulary is continued, enhancing the student's skills in reading, writing, listening, and speaking. This course involves more difficult French selections. It is strongly recommended for the student to have at least a C average in the previous course to take this class.

**FRENCH 3 H (361324HW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Successful completion French 2.

French 3 is a continuation of French 2 focusing on the application of communication skills in speaking, writing, listening and reading. Students will reinforce skills learned in French 1 and French 2. Students will continue to learn about the French language, culture and history. Daily at-home practice will be required. An emphasis will be placed on the ability to communicate in the French language. It is strongly recommended for the student to have at least a C average in the previous course to take this class

**FRENCH 4 H (361424HW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Successful completion of French 3.

This course reviews and expands course work from the first three levels. An emphasis is placed on history, art, literature, and culture. The course is mainly conducted in French with English only used for explaining particularly difficult concepts. Much of the evaluation for this course will focus on conversation skills. This course is an excellent review for seniors who will soon be taking college placement tests. It is strongly recommended for the student to have at least a C average in the previous course to take this class

**SPANISH 1 CP (365123CW)**

Credit: 1 Unit Grade Placement: 10-12 (9<sup>th</sup> grade Honors Students will be considered)

Spanish 1 is an introduction to the Spanish language and culture. Students learn basic expressions, culture, and history. Daily at-home practice will be required. An emphasis will be placed on the ability to communicate in the Spanish language.

**SPANISH 2 CP (365223CW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Successful completion of Spanish 1.

Spanish 2 is a continuation of Spanish I with a more in-depth exploration of the language, culture, and history. Daily at-home practice will be required. An emphasis will be placed on the ability to communicate in the Spanish language. The study of Spanish grammar and vocabulary is continued, enhancing the student's skills in reading, writing, listening, and speaking. This course involves more difficult Spanish selections. It is strongly recommended for the student to have at least a C average in the previous course to take this class.

**SPANISH 3 H (365324HW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Successful completion of Spanish 2.

Spanish 3 is a continuation of Spanish 2 focusing on the application of communication skills in speaking, writing, listening, and reading. Students will reinforce skills learned in Spanish 1 and Spanish 2. Students will continue to learn about the Spanish language, culture, and history. Daily at-home practice will be required. An emphasis will be placed on the ability to communicate in the Spanish language. It is strongly recommended for the student to have at least a C average in the previous course to take this class.

**SPANISH 4 H (365424HW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Successful completion of Spanish 3.

This course reviews and expands course work from the first three levels. An emphasis is placed on history, art, literature, and culture. The course is mainly conducted in Spanish with English only used for explaining

particularly difficult concepts. Much of the evaluation for this course will focus on conversation skills. This course is an excellent review for Seniors who will soon be taking college placement tests. It is strongly recommended for the student to have at least a C average in the previous course to take this class.

## MATHEMATICS

### ALGEBRA I CP (411423CW)

Credit: 1 Unit Grade Placement: 9-12

Prerequisite: A 80+ average in Pre-Algebra or Applied Math 1 with teacher recommendation

Algebra 1 is designed primarily for ninth grade students. This course covers the properties of whole numbers, integers, rational numbers and real numbers. It includes fundamental operations with algebraic expressions, polynomials, systems of equations, ratio and proportion, graphs, radicals, the solution of inequalities and quadratic equations. It also includes an introduction to trigonometry, probability, and statistics. Any students below the state standards on the previous PASS test are encouraged not to take this course as a ninth grader. These students should consult with their math teachers and counselor for more appropriate choices. All students are required to take the EOC which will count 20% of their final grade.

### FOUNDATIONS IN ALGEBRA CP (411623CW)

Credit: 1 Unit Grade Placement: 9

This is the first course in a two-course sequence designed to prepare students for success in advanced mathematics courses by providing a foundation in algebra, probability, and statistics. Students will be exposed to solving equations and inequalities in one variable that model real-world problems. Reasoning and interpretations of functions will focus on linear, quadratic, and exponential functions. Students will also be exposed to simple radicals and rational exponents. Analysis of bivariate data will include scatterplots and equations of best fit. Probability will be used to find expected value and analyze decisions. Students will use technology where appropriate including hand-held graphing calculators. **(Students will not receive credit for this course and Algebra 1).**

### Intermediate Algebra (411723CW)

Credit: 1 Unit Grade Placement: 9-12

Prerequisite: Foundations in Algebra

This is the second course in a two-course sequence designed to prepare students for success in advanced mathematics courses by providing a foundation in algebra, probability, and statistics. Students will use mathematical orators with polynomials. They will explore real-world problems involving linear, quadratic, simple rational and exponential relationships. Students will interpret all aspects of quadratic functions and explore the effect of transformations on parent functions. Students will interpret key features of function relationships including increasing and decreasing intervals, zeros, and average rate of change. Students will also be exposed to complex numbers. Students will use technology where appropriate including hand-held graphing calculators. The Algebra 1 End-of-Course exam will be given at the completion of this course. **(Students will not receive credit for this course and Algebra 1)**

### GEOMETRY CP (412223CW)

Credit: 1 Unit Grade Placement: 9-12

Prerequisite: Algebra 1

Geometry's major goals are to establish student proficiency with geometric skills, expand understanding of geometric concepts, improve logical reasoning, and further develop the higher-order thinking skills needed for more advanced study. Students become aware of the process by which a mathematical structure is built. Through applications students realize the practical value of concepts. It is strongly recommended that a student has completed Algebra 1 with an average of 80+.

### GEOMETRY H (412224HW)

Credit: 1 Unit Grade Placement: 9-10

Prerequisite: Algebra 1 H or Algebra 1 with teacher recommendation

This course is about shapes, their properties, and relationships. This course will integrate algebra and geometry, as well as provide extensive use of coordinate geometry. It will also require problem solving that requires multi-step thinking and logical reasoning. Honors Geometry will cover basically the same topics as College Preparatory Geometry, but each topic will be explored at a deeper level. It is strongly recommended that a student complete Algebra 1 H with an 85+ average or Algebra 1 with a 90+ average.

**ALGEBRA 2 CP (411523CW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Algebra 1 and Geometry with teacher recommendation

Many colleges require a minimum of Algebra 2 as an entrance requirement. This course, which is an extension of Algebra 1 and Geometry, extends into rational, irrational, and complex numbers. It is strongly recommended that a student has completed Geometry with an 80+ average.

**ALGEBRA 2 H (411524HW)**

Credit: 1 Unit Grade Placement: 10

Prerequisite: Honors Geometry or a highly successful Geometry with teacher recommendation

This is an honors course for students who have been highly successful in Honors Geometry who are candidates for AP Calculus in grade 12. This course includes an in-depth and enriched study of the topics which are traditionally presented in Algebra 2. It is highly recommended that a student has completed Geometry H with an 85+ average or Geometry CP with a 90+ average.

**PROBABILITY AND STATISTICS CP (414123CW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Geometry

This course is designed for any student who has completed Geometry. It will include an introduction into probability and statistical analysis including descriptive statistics, organization of data, sampling techniques, sampling distributions, methods of statistical inference, estimation, hypothesis testing, regression and correlation.

**PROBABILITY AND STATISTICS H (414124HW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Algebra 2 H (or currently enrolled in Algebra III)

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

Exploring Data: Describing patterns and departures from patterns

Sampling and Experimentation: Planning and conducting a study

Anticipating Patterns: Exploring random phenomena using probability and simulation

Statistical Inference: Estimating population parameters and testing hypotheses

**Pre-Calculus CP (413123CW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Algebra 1, Geometry and Algebra 2 with teacher recommendation

Algebra 3/Trigonometry is recommended for every college-bound student and required for any student enrolled in AP Calculus. It is strongly recommended that a student has completed Algebra 2 with an 80+ average. The first nine weeks involves a study of selected mathematical topics from Algebra 3 and Trigonometry, including logarithms, sequences and series, vectors and matrices, probability, analytic geometry, and functions. The second nine weeks is devoted to the study of the trigonometric functions and the circular functions. Students use their knowledge of the right triangle to develop a foundation which is then expanded to build a mathematical structure for the periodic functions.

**Pre-Calculus H (413124HW)**

Credit: 1 Unit Grade Placement: 11

Prerequisite: Honors Algebra 2 or a highly successful Algebra II with teacher recommendation

This is an honors course for students who have successfully completed Honors Algebra 2 and plan to take A.P. Calculus in grade 12. This course includes an in-depth study of the topics which are traditionally presented in Algebra 3/Trigonometry. It is highly recommended that a student has completed Algebra 2 H with an 85+ average or Algebra 2 CP with a 90+ average.

## SCIENCE

**PHYSICAL SCIENCE CP (321123CW)**

Credit: 1 Unit Grade Placement: 9-10

This course provides an overview of chemistry and physics concepts and emphasizes problem-solving skills. Hands-on activities reinforce the application of the concepts addressed.

**ENVIRONMENTAL SCIENCE 1 CP (326123CW)**

Credit: 1 Unit Grade Placement: 9-12

Environmental Science is a multidisciplinary field that draws from all the sciences, as well as other fields, to help us better understand how the world works, as well as the relationship between humans and the world in which we live. Students will apply prior scientific knowledge to current environmental issues and will become better-informed citizens and decision-makers. Students will relate global, national, and local issues to concepts they learn in the environmental science classroom.

**BIOLOGY 1 CP (322123CW)**

Credit: 1 Unit Grade Placement: 10-12

This course is designed to give college preparatory students a sound background in biological principles and to prepare them for courses in chemistry and physics. Laboratory activities are essential aspects of this course. **This course must be successfully completed prior to the end of tenth grade, as there is a required state and end-of-course test.**

**BIOLOGY 1 H (322124HW)**

Credit: 1 Unit Grade Placement: 10

Prerequisite: Physical Science and teacher recommendation

This course is designed to provide a foundation for those students who will be taking AP Biology or plan to pursue a career in a science field. Foundational biological concepts will be covered in greater depth and at a faster pace than in a college prep biology course. Students who take this course should have a strong work ethic, be willing to assume academic responsibility, and display sound critical thinking skills. Some independent work will be required for this course. **This course must be successfully completed prior to the end of tenth grade, as there is a required state end-of-course test.**

**BIOLOGY 2 CP (322223CW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Biology 1 CP and teacher recommendation. Chemistry I is recommended.

This course is designed for college-bound students who plan a career in the science fields or want a strong science background. The course is centered on the eight major themes of biology. Lab experiences are designed to correlate to specific topics being covered.

### **BIOLOGY 2 H (32224HW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Biology 1 CP and teacher recommendation. Chemistry I is recommended.

This course is designed as a prerequisite for AP Biology and for those who plan a career in a science field. This course will focus on the Chemistry of Life, Cellular Biology, and Genetics components of the Advanced Placement Program. Labs experiences are designed to correlate to specific topic being addressed.

### **ANATOMY AND PHYSIOLOGY H (326324HW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Biology 1, Biology 2 and Chemistry I are required.

Anatomy and Physiology is an in-depth survey course devoted to the structures and functions of the various systems in the human body. Extensive laboratory investigations, including dissections, are an important component of this course.

### **ANATOMY AND PHYSIOLOGY CP (326323CW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Biology 1 and Chemistry I is required.

This course will study how the human body and its parts are physically put together (anatomy) and how these parts function in the environment (physiology).

### **CHEMISTRY 1 CP (323123CW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Algebra 1

This course is designed to introduce the student to the abstract world of inorganic chemistry. Hands-on activities make the abstract more concrete. Laboratory exercises allow for real world applications and safety practices.

### **CHEMISTRY 2 CP (323223CW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Chemistry 1 (It is recommended that the student have an 80+ average in Chemistry 1)

Chemistry 2 CP will build upon concepts the student should have mastered in Chemistry 1. The course will involve the study of gas behavior, aqueous systems, thermo-chemistry, chemical equilibrium, acid-based chemistry, electrochemistry, and organic chemistry. Students will apply scientific principals to real world situations, such as criminology, and investigate careers involving chemistry.

### **CHEMISTRY 2 H (323224HW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Chemistry 1 (It is recommended that the student have an 90+ average in Chemistry 1)

Chemistry 2 H will include a brief review of topics covered in Chemistry 1. This course is designed as a prerequisite for AP Chemistry and for those who plan a career in a science field. These concepts will be elaborated upon to include the behavior of gases, chemical equilibrium, and acid-base chemistry. The course will introduce the topics of electrochemistry, organic chemistry, biochemistry, and nuclear chemistry. Students will

apply scientific principles to real world situations, investigate careers involving chemistry, and conduct research to solve and identify unknown substances.

### **PHYSICS 1 H (324124HW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Geometry and Physical Science, Student should be at least enrolled in Algebra 2.

This honors course studies matter and energy and the relationships between them. Laboratory activities are coordinated to stimulate the students' awareness of the physical universe. Problem-solving strategies are designed to introduce and focus students' attention on specific techniques of concepts being presented.

## **SOCIAL STUDIES**

### **HUMAN GEOGRAPHY CP (330723CW)**

Credit: 1 Unit Grade Placement: 9-12

Geography is the study of the Earth and its people. Students will learn about human patterns by studying maps, population, economic, cultural, and political geography. This course is designed for students to increase their understanding of their spatial relationships in the world, reading, writing, and critical thinking skills.

### **WORLD HISTORY CP (336023CW)**

Credit: 1 Unit Grade Placement: 9

The intent of this course is to enable the student to see how past events of history influence the present. The course begins with the study of ancient Greece, Rome, India and China, emphasizing their influence on later ages. The course deals with the development of the major religions; and the changes in society associated with the Middle Ages, the Renaissance, the rise of nation states and nationalism, the World Wars, the Communist World and the Cold War. Present problems in the Americas, Europe, the Middle East, the Far East, and Africa are also examined.

### **U.S. HISTORY CP (332023CW)**

Credit: 1 Unit Grade Placement: 11

United States History is designed for eleventh grade students. It helps students realize that history is a series of interrelated events and helps them develop an understanding of cause and effect relationships. The course identifies recurring historical concepts such as conflict, change, peace, nationalism, and migration and recognizes that history affords the opportunity to learn from one's past.

### **ECONOMICS CP (335015CH)/US GOVERNMENT CP (333015CH)**

Credit: 1 Unit Grade Placement: 12

Economics stresses the economic system used in the U.S.-capitalism. It is designed for twelfth grade students. The course stresses international, national, state, local, and individual use of resources. American government is taught at the twelfth-grade level. Emphasis is placed on the structure and operation of our national, state and local governments.

### **PSYCHOLOGY CP (334023CW)**



Credit: 1 Unit Grade Placement: 10-12

This course involves the study of human differences, inter-personal relationships, and the concepts of personal and social adjustment. Psychology gives students the opportunity to develop self-awareness and insight into the behavior of other people.

**SOCIOLOGY CP (334523CW)**

Credit: 1 Unit Grade Placement: 10-12

This course illustrates how the groups, or social structures, that one belongs to have a profound influence on the way you think, feel, and act. Sociology looks at groups rather than individuals. Major themes include inequalities of gender and age, family and marriage, deviance and social control, and social issues surrounding modern sports and other group activities.

**LAW EDUCATION CP (333623CW)**

Credit: 1 Unit Grade Placement: 10-12

This course is designed to help the student become a better informed and effective citizen. It provides each student with an understanding of the laws and how it affects their lives.

**PHYSICAL EDUCATION/HEALTH**

**Required for Graduation:** One unit of physical education is required for graduation.

**Special Note:** No more than two units of physical education may be earned toward graduation.

**PHYSICAL EDUCATION (34410)**

Credit: 1 Unit Grade Placement: 9-12

The focus of Physical Education will be on personal fitness. This course will place emphasis on developing skills for various sports.

<b>GIRLS ONLY</b>	<b>34410GCW</b>
<b>BOYS ONLY</b>	<b>34410BCW</b>

**PHYSICAL FITNESS (344223CW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Physical Education 1

This course is an elective directed towards students who want to advance their skills through weight training programs. The areas of concentration are muscular strength, muscular endurance, flexibility, and cardiovascular endurance. The course is recommended for students desiring personal skills for life long physical activity.

**WEIGHT TRAINING (344323CW)**

Credit: 1 Unit Grade Placement: 9-12

Prerequisite: Physical Education 1

This course is an elective directed towards students who want to advance their skills through weight training programs. The areas of concentration are muscular strength, muscular endurance, flexibility, and cardiovascular endurance. The course is recommended for students desiring personal skills for life long physical activity.

**WEIGHT TRAINING 2 (344324)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Physical Education 1 and Weight Training 1

This is a continuation course in weight training and is an elective directed towards students who want to advance their skills through weight training programs. The areas of concentration are muscular strength, muscular endurance, flexibility, and cardiovascular endurance. The course is recommended for students desiring personal skills for life long physical activity.

**WEIGHT TRAINING 3 (344325CW)**

Credit 1 Unit Grade Placement 11-12

Prerequisite: Physical Education 1, Weight Training 1 & 2

This is a continuation course in weight training and is an elective directed towards students who want to advance their skills through weight training programs. The areas of concentration are muscular strength, muscular endurance, flexibility, and cardiovascular endurance. The course is recommended for students desiring personal skills for life long physical activity.

**WEIGHT TRAINING 4 (344326CW)**

Credit 1 Unit Grade Placement 12

Prerequisite: Physical Education 1, Weight Training 1,2 &3)

This is a continuation course in weight training and is an elective directed towards students who want to advance their skills through weight training programs. The areas of concentration are muscular strength, muscular endurance, flexibility, and cardiovascular endurance. The course is recommended for students desiring personal skills for life long physical activity.

**PERSONAL HEALTH (340223CW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Physical Education 1

This course will enable students to gain knowledge and skills about healthful living topics important to their age levels. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease.

**VISUAL ARTS**

**ART 1 CP (350123CW)**

Credit: 1 Unit Grade Placement: 9-12

This course is an introductory level class designed to teach students the basic skills needed for understanding and creating art. Successful completion of the class will provide the foundation for continued study in the visual arts. The curriculum is designed around the Elements of Art, Principles of Art, art history and technique development. Reading and writing are a part of this course. A sketchbook is encouraged.

**ART 2 CP (350223CW)**

Credit: 1 Unit Grade Placement: 9-12

Prerequisite: Art 1

This course is designed to further student knowledge in the creation of art. The curriculum is designed around reviewing and applying the Elements of Art, Principles of Art and art history to more advanced techniques and processes. Reading and writing are a part of this course. A sketchbook will be required.

**ART 3: DRAWING (350301CW)**

Credit: 1 Unit      Grade Placement 10-12

Prerequisite: Art 2 with a grade of 80 or higher

This course is offered to students who would like to further their study of visual art specifically with 2D drawing media. Students will continue to study art history and aesthetics. Exploring and creating using multiple types of 2D drawing media will be the focus of the class. Students will have the opportunity to submit artwork into various art shows and to create a digital portfolio of their work. Students will be required to have a sketchbook, set of drawing pencils, and erasers.

**ART 3: SCULPTURE (350302CW)**

Credit: 1 Unit      Grade Placement 10-12

Prerequisite: Art 2 with a grade of 80 or higher

This class explores the various materials used to create sculptures including clay, wood, paper mâché, and wire. Students learn how to manipulate these materials and use sculpting tools safely. They will analyze other works of sculpture through discussion and critique, examining geometric, abstract and organic forms. Students will have the opportunity to submit artwork into various art shows and to create a digital portfolio of their work. Students will be required to have a sketchbook for preliminary sketches.

**ART 3: PAINTING (350303CW)**

Credit: 1 Unit

Prerequisite: Art 2 with a grade of 80 or higher

This course is offered to students who would like to further their study of visual art specifically with 2D painting media. Students will continue to study art history and aesthetics. Exploring and creating using multiple types of 2D painting media will be the focus of the class. Students will have the opportunity to submit artwork into various art shows and to create a digital portfolio of their work. Students will continue to study art history and aesthetics. Students will be required to have a mixed media sketchbook.

**Theater CP (452123CW)**

Credit: 1 Unit      Grade Placement: 9-12

Theatre class covers many aspects of theatre. You will study acting theory, theatre history, technical theatre, musical theatre, film, and television. You will also learn how to be an appropriate audience, as well as critique other's performances and productions. It is important that you understand that this class requires bookwork as well as some rehearsals and performances.

**BUSINESS EDUCATION**

**FUNDAMENTALS OF COMPUTING (502300CW)**

Credit 1 UNIT      Grade Placement 9-12

Fundamentals of Computing is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem-solving skills to implement projects that are relevant to students' lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Students will also be introduced to computing

careers and will examine societal and ethical issues of computing. **(THIS COURSE WILL BE A DIPLOMA REQUIREMENT FOR GRADUATION.)**

**PERSONAL FINANCE (513123CW)**

Credit 1 UNIT Grade Placement 9-12

Prerequisite: NONE

This course is designed to introduce the student to basic financial literacy skills which includes budgeting, obtaining credit, maintaining checking accounts, analyzing the basic elements of finance, computing payroll, recording business transactions, and applying computer operations to financial management. **BEGINNING WITH THE CLASS OF 2027, THIS COURSE WILL BE A DIPLOMA REQUIREMENT FOR GRADUATION.**

**ADMINISTRATIVE SUPPORT TECHNOLOGY (512223CW)**

Credits 1 Unit Grade Placement 10-12

Prerequisite Keyboarding proficiency

Administrative Support Technology is designed to provide an overview of the major responsibilities and tasks in an administrative support position. The objectives of the course are to enhance technology and communication skills; solve business-oriented problems; manage processes and procedures of organizations; and demonstrate effective supervisory, management, and human relations skills.

**DIGITAL WORKPLACE APPLICATIONS (502023CW)**

Credits 1 Unit Grade placement 9-12

Prerequisite Keyboarding skills course taken in Middle School

Digital Workplace Applications provides in-depth instruction in Microsoft (MS) Office applications that will lead to national certifications. The applications covered include MSWord, MS Excel, MS PowerPoint, and Microsoft (MS) Access (optional). Students will learn the features and benefits of the application program and apply their knowledge in various problem-based activities. In addition, students are engaged in applying key critical thinking skills and the practice of ethical and appropriate behavior for the responsible use of technology. This course prepares students for the Microsoft Specialist Associate certifications offered by Certiport.

**ENTREPRENEURSHIP 1 CP (540023CW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: NONE

Entrepreneurs are the cornerstone of the American free enterprise system. As the American economy continues to shift toward an emphasis on service and technology, the entrepreneurial spirit is flourishing. Entrepreneurship education prepares students to carry out the entrepreneurial process and experience the entrepreneurial spirit. The students will identify the importance of production, marketing, finance, human resources, global competition, and social, environment, and legal issues. Just as critical are communication skills, initiative, creativity, flexibility, and problem-solving techniques.

**DIGITAL PUBLICATION DESIGN (517623CW)**

Credit: 1 Unit Grade Placement: 9-12

Prerequisite: NONE

This course brings together graphics and text to create professional level publications. Students create, format, illustrate, design, edit/revise, and print publications. Improved productivity of digitally produced newsletters, flyers, brochures, reports, advertising material, and other publications is emphasized. Proofreading, document composition, and communication competencies are also included.

**FOUNDATIONS IN ANIMATION (535000CW)**

Credit: 1 Unit Grade Placement: 9-12

Prerequisite: NONE

This course prepares students to use artistic and technological foundations to create animations. The basic principles of digital animation are reviewed, including character development and story conception through production. Students learn the technical language used in the animation industry and basic animation methods. They will also learn techniques about various ways to plan, create, and prepare for animation in pre-production, production and post-production. This course prepares students for the Adobe Certified Associate for Flash/Animate CC certification exam.

**IMAGE EDITING (534000CW)**

Credits 1 Unit Grade Placement 9-12

Prerequisite Fundamentals of Computing

Image editing tools are used by industry professionals to edit and enhance most images presented in magazines, newspapers, and other media. Image Editing is designed to provide students with the knowledge and skills needed to master image manipulation and photographic retouching.

Students will explore the technical and artistic aspects of image editing by creating images to be used in various types of media. Successful completion of this course will prepare the student for industry certification.

**ARCHITECTURE AND CONSTRUCTION TECHNOLOGY**

**CARPENTRY 1 (609123CW)**

Credit: 1 Unit Grade Placement: 9-12

This course introduces the study of safety and hand tools. Students construct and repair structures of wood and plywood using hand and power tools. Students learn to frame a residential building, install roofing shingles and siding, do interior and exterior painting.

**CARPENTRY 2 (609223CW)**

Credit: 1 Unit Grade Placement: 10-12

Prerequisite: Carpentry 1

This course introduces the study of safety and hand tools. Students construct and repair structures of wood and plywood using hand and power tools. Students learn to frame a residential building, install roofing shingles and siding, do interior and exterior painting, and complete the basics in cabinetwork.

**CARPENTRY 3 (609323CW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Carpentry 1 and Carpentry 2

This course exposes students to frame carpentry, trim carpentry, cabinet making, roofing, painting, and drywall hanging. Practical work on residential structures is emphasized.

**CARPENTRY 4 (609423CW)**

Credit: 1 Unit Grade Placement: 11-12

Prerequisite: Carpentry 1, Carpentry 2, and Carpentry 3

This course teaches students to create, read, and interpret blueprints, sketches and building plans; frame carpentry; trim carpentry; cabinet making; roofing; painting; and drywall hanging. Practical work on residential structures is emphasized. Students may be eligible to participate in cooperative work experiences or apprenticeships which combine career and technology training with supervised work experience in business and industry.

**Dual Credit Courses:** Students may decide to take the opportunity to enroll in courses for college credit through one of local universities. Tuition for these courses varies from year to year.

**(Provided outside funding source is available to make courses free for all qualifying students.)**

**FDTC Courses:** 1 Unit with AP/Dual Credit Weighting Grade Placement: 11 and 12

Prerequisite: Eligibility into FDTC

DE American Government - PSC 201  
DE American History 1877-Present HIS 202  
DE Arc Welding II - WLD 113  
DE Art History & Applications - ART 101  
DE Automatic Controls ACR 140  
DE Basic Anatomy & Physiol BIO 110  
DE Basic Electricity for HVAC ACR 106  
DE Basic Industrial Skills - IMT 210  
DE College Algebra - MATH 110  
DE College Chemistry I - CHML 110  
DE College Trigonometry - MATH 111  
DE Economic Concepts - ECO 201  
DE Elem Spanish 1 - SPA 101  
DE English Composition - ENG 101  
DE Environmental Biology - FMU BIOL 103  
DE Ethics - PHI 110  
DE Fund of Refrigeration - ACR 101  
DE Gas Welding & Cutting WLD 104  
DE General Chemistry I - FMU CHEML 101  
DE General Psychology - PSY 201  
DE Industrial Electricity - IMT 140  
DE Inert Gas WLD, Non-Ferrous WLD 134  
DE Intro to Ethics - PHI 110  
DE Intro to Sociology - SOC 101  
DE Intro to Theater - THE 101  
DE Introduction to Welding WLD 102  
DE Macroeconomics - ECON 210  
DE Medical Terminology - AHS 102  
DE Microcomputer Applications - CPT 170  
DE Music Appreciation - MUS 105  
DE Print Reading I WLD 103  
DE Probability and Statistics - MAT 120  
DE Public Speaking - SPC 205  
DE Social Problems - SOC 205  
DE Technical Communications - ENG 160  
DE Welding Safety and Health WLD 110  
DE Western Civilization to 1689 HIS 101  
DE Wiring Diagrams - ACR 107  
DE World Geography - GEO 102

#### **FRANCIS MARION UNIVERSITY COURSES**

DE Analysis and Argument - FMU ENG 101  
DE College Algebra II - FMU MATH 111  
DE College Chemistry 1 - FMU CHEML 111  
DE Elem Spanish 1 - FMU SPAN 101  
DE Elem Spanish II - FMU SPAN 102  
DE Europ Hist to Fr Rev - FMU HIST 103

DE Found of Education - FMU EDUC 190  
 DE Fundamen of Business - FMU BUSI 150  
 DE Foundations Curr & Instr - FMU EDU 192  
 DE Intro to Business - FMU BUSI 150  
 DE Intro to Graphic Design - FMU ART 206  
 DE Intro to Psych - FMU PSY 206  
 DE Intro to Sociology I - FMU SOCI 201  
 DE Intro to Theatre - FMU THEA 101  
 DE Introduction to Music - FMU MU 101  
 DE Leg & Soc Envir of Bus - FMU BUSI 206  
 DE Microcomps and SW App 1 - FMU CS 150  
 DE Microeconomics - FMU ECON 203  
 DE Prob and Stats - FMU MATH 134  
 DE US Government - FMU POL 101  
 DE US History to 1877 - FMU HIST101

**Teacher Cadet (373500EW)**

**Coastal Carolina Credit:** Credit: 1 Unit      Grade Placement: 11-12

**CATE COMPLETERS**

\*Required Courses

\*\*All students must take Fundamentals of Computing as a graduation requirement

**Administrative Services Cluster Courses**

<b>Administrative Support Technology**</b>
Digital Workplace Applications**
<u>Additional Approved Courses</u>
Entrepreneurship*
Digital Publication Design*
Image Editing*
Accounting 1*
Work Place Communication*

Students will need to take one (1) additional approved course from the list above and certification exam to become a cluster completer.

**Business Information Management Cluster**

<b><u>Business Information Management**</u></b>
<b>Digital Publication Design**</b>
<b>Image Editing**</b>
<u>Additional Approved Courses</u>

Foundations of Animation*
Entrepreneurship*
Fundamentals of Computing*
Digital Workplace Applications*
Digital Multimedia*

Students will need to take one (1) additional approved course from the list above and certification exam to become a cluster completer

**BUILDING CONSTRUCTION**

<b>Building Construction</b>
Carpentry 1
Carpentry 2
Carpentry 3
Carpentry 4
Certification: OSHA