

Barnwell High School

Course Catalog

Barnwell School District 45 is committed to preparing students for lifelong success by promoting individualized learning experiences.

2024-2025



BARNWELL HIGH SCHOOL
Career Planning Guide
2024-2025

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SOUTH CAROLINA REQUIREMENTS FOR HIGH SCHOOL DIPLOMA

The State Board of Education regulates the requirements for a high school diploma. In order to receive a high school diploma, students must earn 24 credits as follows:

SUBJECT	CREDIT UNITS
English	4
Math	4
Science	3
US History & Constitution	1
Economics	½
US Government	½
Social Studies Elective	1
Physical Education or JROTC	1
**Computer Science	1
Foreign Language or CATE	1
Electives (to include Health & Personal Finance {freshmen entering 23-24})	7
TOTAL	24

State-supported colleges are requiring two units of the same foreign language; however, Clemson University and College of Charleston are now requiring three units of the same foreign language. In compliance with South Carolina's Health Education Act of 1988, all students will receive a program of instruction in Comprehensive Health Education. This requirement can be fulfilled by taking **Physical Education 1 with the Health Component**. **Beginning with the 2017-2018 school year, all students in public schools will receive instruction in CPR and the use of an automated external defibrillator (AED) at least once between 9th and 12th grades, as required by Ronald Rouse's Law (S.C. Code Ann. 59-32-30).** **Beginning with freshmen entering high school in 2023-2024, the State Department of Education requires a ½ credit for Personal Finance.** Parents and students are encouraged to contact the Guidance Department whenever questions arise pertaining to graduation or college admission requirements.

**The following courses are offered at BHS and/or BCCC and can be used to satisfy the Computer Science requirement:

Fundamentals of Computing
Fundamental of Webpage Design & Dev.
PLTW: Computer Science Principles
PLTW: Principles of Engineering

GRADUATION INFORMATION

Barnwell High School holds its annual graduation ceremony at the end of spring semester. Students who have completed all graduation requirements prior to spring semester of their senior year may elect to exit high school; however, diplomas are issued only during and after the Barnwell High School annual graduation ceremony. In order to participate in the district's graduation exercises, a student must have earned a State High School Diploma, a district Employability Credential Certificate, or a district Certificate of Attendance.

Students who plan to graduate at the end of first semester must notify the Guidance Department in writing prior to the end of 1st quarter; however, students who are not college and/or career ready will not be eligible to graduate at the end of 1st semester. Students who have elected to exit high school at the close of winter semester but are eligible for receipt of a State High School Diploma or a district Employability Credential Certificate may return to participate in the annual Barnwell High School graduation ceremony, so long as they have provided a written request to the principal on or before April 1st of the year in which all graduation requirements have been completed. Students living within the school district who are not enrolled in the school district and are associated with another school entity will only be considered for graduation under the following conditions:

- *The other school entity does not have a graduation ceremony.*
- *A written request to the principal is completed on or before April 1st of the year in which all graduation requirements have been completed.*

The principal of Barnwell High School has the discretion to prohibit a student from participating in the annual graduation ceremony if the otherwise eligible student has engaged in recent serious misconduct on or off school grounds, the otherwise eligible student has unpaid monetary debt owed to the district, the otherwise eligible student fails to participate in graduation practice without making prior arrangements with the principal, and/or the principal determines that it would not be in the best interests of the otherwise eligible student or other graduating seniors for the student to participate in graduation exercises. The principal's decision is final. **Please note: Students who graduate mid-year are not able to use rank as an eligibility criterion for the LIFE and Palmetto Fellows Scholarship.*

SENIOR DISMISSALS/WORK BASED LEARNING

In order to have a senior dismissal period, students must have a documented job. With a job or WBL, seniors will still be required to take **at least 3 classes per semester**. Unless there is a scheduling conflict, senior dismissals will only be at the beginning or end of the school day. Only one unit of CTE Internship Work-Based Credit may be awarded per course. Only two WBL courses may be taken per semester.

GRADE CLASSIFICATIONS

GRADE 9	A student will be classified as a ninth grader (freshman) during his/her first year in high school after having met the requirements of grade eight for ninth grade placement.
GRADE 10	A student will be classified as a tenth-grader (Sophomore) during his second year beyond eighth grade, provided he has earned at least FIVE units toward graduation, one of which must be English and one of which must be Math.
GRADE 11	A student will be classified as an eleventh-grader (Junior) during his third year beyond the eighth grade, provided he has earned at least TWELVE units toward graduation. Included in the twelve units will be at least two in English, two in Math, one in Social Studies, and one in Science.
GRADE 12	A student will be classified as a twelfth-grader (Senior) during his fourth year beyond grade eight provided he has earned at least SIXTEEN units toward graduation, three of which must be English and three of which must be Math. A student must be enrolled in all classes necessary for receiving a diploma.

HONOR GRADUATES & NHS/BETA CLUB REQUIREMENTS

Beginning with the Class of 2020, all honor graduates, including valedictorian and salutatorian, shall be those students who have a cumulative grade average of not less than 3.5 on a 4.0 scale and who have successfully completed at least the following courses and have met all other requirements for a South Carolina High School Diploma: 4 units of English, 4 units of Math, 3 units in Science (lab courses), 3 units of History, and 2 units of Foreign Language. *To be eligible for Valedictorian or Salutatorian, a TRANSFER student must be in attendance at BHS for at least the last 3 semesters of his/her high school career.*

The scholarship component for admission to the National Honor Society will require the same GPA requirement as that of the honor graduates. For all additional NHS membership requirements pertaining to the leadership, character, and service components, contact the NHS Adviser. The scholarship component for admission to the National Beta Club will require a cumulative GPA of not less than 3.0 on a 4.0 scale. For all additional Beta Club membership requirements, contact the Beta Club Sponsor.

SEALS OF DISTINCTION (Beginning with the Class of 2022, in addition to the SC Graduation Requirements):

HONORS	COLLEGE-READY	CAREER	SPECIALIZATION
<p>~UGP GPA 3.5 or higher</p> <p>~English 2 @ honors level or higher</p> <p>~Math 3 @ honors level or higher</p> <p>~3 Lab Sciences 2 @ honors level or higher</p> <p>~Social Studies 2 @ honors level or higher</p> <p>~World Languages 3 credits of the same language</p> <p>~Advanced Coursework 4 credits of honors or higher in the last 2 years prior to graduation</p>	<p>~UGP GPA 3.0 or higher</p> <p>OR ACT Score of 20</p> <p>OR SAT score of 1020</p> <p>~Math Algebra 2 required</p> <p>~3 Lab Sciences</p> <p>~World Languages 2 credits of the same language</p> <p>~1 Fine Arts Credit</p>	<p>~UGP GPA 3.0 or higher</p> <p>CTE Completer with an industry recognized credential</p> <p>OR Silver or higher on Career Readiness Exam</p> <p>OR Completion of Career Ready Work-Based Learning (WBL) placement</p>	<p>~UGP GPA 3.0 of higher (all areas)</p> <p>Complete one area to qualify:</p> <p>~STEM 4 credits beyond required courses in math, science, and technology; at least 2 @ honors level or higher; may be in 1 area of STEM or across 4 areas</p> <p>~World Languages 4 credits in the same language</p> <p>OR ACTFL Exam scores of “Intermediate Low” (or an equated score on STAMP or ASL assessments)</p> <p>OR AP exam score 3 or higher</p> <p>OR IB Exam Score 4 or higher before senior year English Learners-all criteria above and Level 5 composite ACCESS test score.</p> <p>~Military 4 credits in JROTC and an ASVAB score of 31 or higher</p> <p>~Arts 4 credits in single or multiple areas of Arts; 2 @ honors level or higher (if honors is not available, 4 courses in single art area); mastery on external exam or performance task.</p>

SC VIRTUAL SCHOOL

The South Carolina Virtual School (SCVS) program is provided to help students catch up to their appropriate grade level in order to graduate on time. Courses are also offered that are not available in many high schools. Any course that a BHS student takes through SCVS must be approved, and that course is recorded on the student’s BHS transcript. Virtual School courses are done independently at home except for the final exam, which is scheduled through a counselor, at the end of the course. **If a student drops a course after the drop deadline policy (3 classes for a ½ credit course & 6 classes for a 1 credit course) to take an online class, he/she will be assigned a WF for the BHS course. A student MAY NOT take a virtual school class in order to maintain or advance to the Honors level classes at Barnwell High School. Visit <https://virtualsc.org/courses/> for a list of course offerings and important dates.**

CREDIT RECOVERY

A student may only gain credit for 4 classes through credit recovery, with no more than 2 courses in one subject area. To be eligible for credit recovery, a student must have a grade of 50-59 and no attendance issues.

SCHEDULE CHANGES

SCHEDULE CHANGES WILL ONLY BE MADE FOR THE FOLLOWING REASONS:

Over-loaded classes, computer errors, teacher recommendation. (No level changes made after the 4th week of school) NOTE: ELECTIVES WILL NOT BE CHANGED.

Please consider your choices, as you will remain in these classes for the semester or year. It is your responsibility to select courses that fit your level of learning and interests. You must choose two alternate courses. You may be scheduled for the alternates, so choose very carefully. The schedule change policy will also apply to alternates. Students and parents need to choose courses carefully. The State Department of Education has consequences for students who withdraw from a course. Barnwell High School will operate on a semester block schedule next year, with students taking 4 classes each semester. On the semester block schedule, students who withdraw from a course after 3 days in a 45 day course, 5 days in a 90 day course, or 10 days in a 180 day course shall be assigned a WF and 0 quality points. The "F" will be calculated in the student's overall grade point ratio. Students who change the level of a class should be aware that any grade and/or average earned at the Honors level will transfer to the new class and, therefore, will affect the final grade in that class.

BHS & the Southern Regional Education Board's "High Schools That Work" Key Practices

- Setting higher expectations and getting career-bound students to meet them.
- Having an organizational structure and schedule that enables academic and vocational teachers to have the time to plan and deliver an integrated curriculum aimed at teaching high-status academic and technical content.
- Increasing access to challenging vocational studies, with a major emphasis on using high-level math, science, language arts, and problem-solving competencies in the context of modern business and technical studies.
- Involving each student and his/her parent in an individualized advisement system aimed at ensuring that each student completes an accelerated and coherent program of academic study with a vocational or academic major.
- Increasing access to academic studies that teach the essential concepts from the college preparatory curriculum through functional and applied strategies that enable students to see the relationship between course content and future roles they may envision for themselves.
- Having students complete a challenging and related program of study, including three courses in mathematics and three in science, with at least two credits in each course equivalent in content to courses offered in the college preparatory program, and having students complete at least four courses in a vocational major and two courses in related areas.
- Providing a structured system of extra help to enable career-bound students to complete successfully an accelerated program of study that includes high-level academic content and a major.
- Using student assessment and program evaluation information to check and improve the curriculum, instruction, school climate, organization, and management.

COURSE OFFERINGS

***ALL ENGLISH HONORS COURSES HAVE A SUMMER ASSIGNMENT WHICH MUST BE COMPLETED AND SUBMITTED BY THE FIRST DAY OF SCHOOL**

SPECIAL PLANS & NEEDED SERVICES

Student with disabilities have three options concerning a program of study: **SC High School Diploma, Employability Credentials or Life Skills Certificate of Attendance**

SC High School Diploma	Students in the SPANS Program who are working towards a South State High School Diploma should take study tips each academic year. These courses are designed to assist students in the SPANS Program with English/ Math to help mastery Individual Education Plan goals and objectives. Students will receive assistance with homework assignments, essays, studying for tests, projects, etc. Students in Study Tips 11 and 12 will also receive assistance with post-secondary exploration to complete transitional requirements based on their IEP. The Study Tips course counts as a regular high school elective and must meet the South Carolina State High School diploma requirements.
SC High School Credential	<p>The purpose of the South Carolina High School Credential is to provide job-readiness opportunities for students throughout the state, ensure they have evidence of employability skills, and honor the work they have undertaken in our public schools.</p> <p>To earn a South Carolina High School Credential, students are required to:</p> <ul style="list-style-type: none"> • Earn 24 units of credit that include coursework aligned with the South Carolina College- and Career-Ready Standards. (4 English, 4 Math, 2 Science, 2 Social studies, 4 Employability Education, 1 PE / Health, 1 Technology and 6 Electives). • Obtain work readiness assessment results that demonstrate the student is ready for competitive employment. • Complete a career portfolio that includes a multi-media presentation. • Complete at least 360 hours of work-based learning/training.
Certificate of Attendance	Students in the SPANS Program who are working towards a Life Skills Certificate of Attendance Program should follow the course of study listed below. The Life Skills Certificate of Attendance Program provides students with a small group structured setting that facilitates a functional curriculum which emphasizes transition to community and adult life. The Life Skills Certificate of Attendance Program is designed primarily for students with mild to moderate disabilities who, in the opinion of the IEP committee, are appropriate candidates. In order for students in the SPANS Program to earn the Life Skills Certificate of Attendance, they must meet the following requirements: 24 units of credit, meet state attendance requirements, and mastery of IEP goals and objectives. Students will be encouraged to participate in electives such Family Life, Keyboarding, Physical Education, Music Appreciation, or other electives recommended by IEP committee. The program is geared to be very flexible to help meet the needs of all our exceptional learners.

ENGLISH DEPARTMENT

Course & Code	Description
English 1 Grade 9 302410CW 1 credit	English 1 will develop language arts skills as students participate in an in-depth study of language, composition, literature, and technical writing. The content and emphasis of writing and grammar/mechanics instruction will be determined by results of diagnostic testing and analysis of the student's own writing. Composition assignments will include argumentative essays and personal writing as well as literary analysis papers that incorporate responses to the literature that is studied and supporting facts from the literature. Students will read and analyze the novel, short stories, plays, poems, technical writing and nonfiction. Students will also participate in public speaking activities as well as listening activities to enhance skills in these areas. Vocabulary enrichment will be a regular component of instruction in all phases of the course.
English 1 Honors Grade 8, 9 302415HW 1 credit	In this course, students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students are expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. In addition,

<p><i>Recommendation: score of 48 or higher on the critical reading section of the PSAT, teacher recommendation, average of 90 in previous English class, score of Exemplary on ELA section of the SC Ready test.</i></p>	<p>students acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Students engage in Socratic Seminars where they seek deeper understanding of complex ideas in text through rigorously thoughtful dialogue. Honors students are expected to read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>English 2 Grade 10 302510CW 1 credit</p> <p><i>State mandated end of course exam counts 20% of the final average.</i></p>	<p>English 2 includes completion of an abbreviated documented research paper, master of the basic writing process, and exposure to a variety of literary genres, including short story, poetry, drama, satire, and novel. Using various practice methods, students should develop test-taking skills. They will also write compositions frequently with emphasis on the four types of essays: narrative, descriptive, expository, and persuasive. These essays will be revised, filed, and passed up to the next grade for perusal as needed for diagnosing individual weaknesses. These will be used to compile a writing portfolio. The study of vocabulary is stressed through the context of the reading. Life skills such as letter writing, organization, study habits, and job applications are also stressed in the context of the course. Preparation for the new writing component of the SAT & ACT will be an instructional focus.</p>
<p>English 2 Honors Grade 9, 10 302515HW 1 credit</p> <p><i>State mandated end of course exam counts 20% of the final average.</i></p> <p><i>Recommendation: score of 48 or higher on the critical reading section of the PSAT, teacher recommendation, average of 90 in previous advanced English class, score of Exemplary on ELA section of the SC Ready test.</i></p>	<p>English 2 Honors is designed for students who have excelled in English 1 Honors. The content includes and exceeds the requirements of English 2. Primary goals include the study of literary techniques through various genres, including non-fiction, drama, short stories, poetry, and novels. The study of vocabulary is stressed through the context of their reading. Grammar skills and writing techniques are emphasized through the four types of compositions and an abbreviated, documented research paper. There will be preparation for various standardized tests including the PSAT and PLAN. Preparation for the new writing component of the SAT & ACT will be an instructional focus.</p>
<p>English 3 Grade 11 302610CW 1 credit</p>	<p>English 3 focuses on American literature and its chronological development with attention to outstanding short stories, poetry, drama, novels, nonfiction, and related technical documents. Student compositions include those of description, narration process, persuasion, and argument. Students' weaknesses in mechanics are determined from their compositions, and a focus on mechanics is thus addressed. Students will complete one research paper which would qualify as a literary analysis of the themes of an approved American novel. They will use the MLA Format, and mastery of the process of research will be emphasized as strongly as the content of their papers. Vocabulary will be addressed through the literature studied and with regard to upcoming PSAT, SAT, and ACT verbal testing. Preparation for the new writing component of the SAT & ACT will be an instructional focus.</p>
<p>English 3 Honors Grade 10, 11 302615HW 1 credit</p> <p><i>Recommendation: score of 50 or higher on the critical reading section of the PSAT, teacher recommendation, average of 85 or higher in previous Honors level English course. If students are</i></p>	<p>English 3 Honors is designed for students who have excelled in previous honors English classes. The primary focus is the chronological study of American literature through the 20th century, with an understanding of how American history shaped American literature. Other goals include the study of literary techniques through various genres including technical documents, non-fiction, drama, short stories, poetry, and novels; reinforcement of grammar skills and writing techniques through the four types of composition, to also include argument, preparation for the PSAT, SAT, and ACT through sentence correction and vocabulary development exercises; practice in the college application and essay process; and in-depth study of research techniques culminating in the completion of a comprehensive, documented research paper. Preparation for the writing component of the SAT & ACT will be an instructional focus.</p>

<p><i>moving from English 2 to English 3 Honors, 50 critical reading PSAT score, teacher recommendation, and average of 90 or higher in English 2.</i></p>	
<p>English 4 Grade 12 302710CW 1 credit</p>	<p>English 4 focuses on the chronological study of British literature beginning with the Anglo-Saxon period and ending with the 20th century. Various genres will be studied including, but not limited to, technical documents, poetry, drama, short stories, and novels. Along with reading, the writing process to include a focus on argumentative writing is an integral part of the course. Through writing, grammar is taught and reinforced. Students are required to write various types of compositions, research projects, and some poetry, which should prepare them for work at the college level. The study of vocabulary is an integral part of the course; this is accomplished through words in the context of their reading. Preparing students for the SAT and ACT is accomplished through practice with daily analogies, vocabulary, and sentence completion exercises. Preparation for the writing component of the SAT & ACT will be an instructional focus.</p>
<p>English 4 Honors Grade 11, 12 302715HW 1 credit</p> <p><i>Recommendation: score of 50 or higher on the critical reading section of the PSAT, teacher recommendation, average of 85 or higher in previous Honors level English course. If students are moving from English 3 to English 4 Honors, they should meet the following criteria: 50 critical reading PSAT score, teacher recommendation, and average of 90 or higher in English 3.</i></p>	<p>English 4 Honors include and exceed the requirements of English 4. The primary focus is the chronological study of British literature beginning with the Anglo-Saxon period and ending with the 20th century. Various genres will be studied including, but not limited to, technical documents, poetry, drama, short stories, and novels. Along with reading, the writing process to include a focus on argumentative writing is an integral part of the course. Through writing, grammar is taught and reinforced. Students are required to write various types of compositions, research projects, and some poetry, which should prepare them for work at the college level. The study of vocabulary is an integral part of the course; this is accomplished through words in the context of their reading. Preparing students for the SAT and ACT is accomplished through practice with daily analogies, vocabulary, and sentence completion exercises. Preparation for the writing component of the SAT & ACT will be an instructional focus.</p>
<p>English Language & Composition Extension Honors Grade 12 302920HW 1 credit (for AP English Language & Composition)</p>	<p>This course is a required link to Advanced Placement English Literature and Composition and is only open to those students enrolled in that course.</p>
<p>AP English Language & Composition Grade 12 307115AW 1 credit</p> <p><i>Requirements: AP Language and Composition Exam, English Language and Composition Extension Honors linked course, summer reading/assignment Recommended: Grade of 85 or better in the previous English course: English 4 Honors or English 4</i></p>	<p>An AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing. At the heart of an AP English Language and Composition course is the reading of various texts. Reading facilitates informed citizenship and thus increases students' capacity to enter into consequential conversations with others about meaningful issues. Also contributing to students' informed citizenship is their ability to gather source materials representing particular conversations and then make their own reasonable and informed contributions to those conversations. Students' ability to engage with outside sources in their reading, writing, and research is an important measure of their intellectual growth.</p>

<p>Creative Writing Honors Grades 10-12 303205HW 1 credit</p> <p><i>Recommendation: English 1 & 2, English teacher recommendation, and submission of several writing samples.</i></p>	<p>This course is designed for juniors and seniors who have decided to pursue a college degree and who are interested in and adept at sophisticated writing. The primary focus is the production of the literary magazine, a cross-curricular effort of the English and Art Departments. Students will write in various genres and will compile a collection of their best work. They will also explore publication opportunities in addition to the literary magazine. The class will include constant opportunities for oral presentation and will encourage students to become effective critics of each other's work. Students will be encouraged to focus more on improving the imaginative aspects of their writing than on perfecting their mechanical skills, but they will practice writing on all levels.</p>
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MATHEMATICS DEPARTMENT

Course & Code	Description
<p>Foundations in Algebra Grade 9 411610CW 1 credit</p> <p><i>Students who enroll in Foundations in Algebra MUST also enroll in Intermediate Algebra.</i></p>	<p>This course is the first in a two-course progression designed to prepare students for success in advanced mathematics courses by providing a foundation in algebra and probability. This course builds on the conceptual knowledge and skills students mastered in their middle level mathematics courses in the areas of algebraic thinking, geometry, measurement, probability, data analysis, and proportional reasoning. The students who complete this two-course progression of Foundations in Algebra and Intermediate Algebra are prepared for the state-mandated end-of-course assessment (Algebra 1 EOCEP) administered at the completion of Algebra 1 or Intermediate Algebra.</p>
<p>Intermediate Algebra Grade 9 411710CW 1 credit</p> <p><i>State mandated end of course exam counts 20% of the final average.</i></p>	<p>The Intermediate Algebra course is the second in a two-course progression designed to prepare students for success in advanced mathematics courses by providing a foundation in algebra and statistics. This course builds on the conceptual knowledge and skills students mastered in Foundations in Algebra and middle level mathematics in the areas of algebraic thinking, geometry, measurement, probability, data analysis, and proportional reasoning. The students who complete this two-course progression of Foundations in Algebra and Intermediate Algebra are prepared for the state-mandated end-of-course assessment (Algebra 1 EOCEP) administered at the completion of Algebra 1 or Intermediate Algebra. Students who earn a D or an F in Algebra 1 may take Intermediate Algebra prior to taking Geometry or Algebra 2. Any student who takes Intermediate Algebra after Algebra 1 may no longer have both credits count as mathematics credits for graduation. In this instance, 1 course will count as an elective (not math) credit. Students who complete Intermediate Algebra after Algebra 1 must retake the state-mandated Algebra 1 End-of-Course test administered at the completion of Intermediate Algebra.</p>
<p>Algebra 1 Grade 9 411410CW 1 credit</p> <p><i>State mandated end of course exam counts 20% of the final average.</i></p>	<p>Algebra 1 provides a solid base for additional mathematics courses as the entire course focuses on the Algebra standards. Topics studied include solving linear equations and inequalities, working with functions and their graphs, finding slopes and writing equations of lines, graphing lines, solving systems of equations, performing operations on polynomials, factoring polynomials, working with quadratics and their graphs, finding exponential growth and decay, performing operations on matrices, solving direct variations, simplifying radicals, interpreting data, and analyzing functions represented in a variety of ways.</p>
<p>Algebra 1 Honors Grade 8, 9 411415HW 1 credit</p> <p><i>Recommendation: score of 48 or higher on the math portion of the PSAT, teacher recommendation, average of 90 or higher in previous math class, score of Exemplary on Math section of the SC Ready test.</i></p>	<p>This course is designed for students who have demonstrated exceptional mathematical abilities. It includes applications of algebraic concepts and problem-solving processes that require abstract reasoning abilities and/or a creative analysis of information. Topics include the real number system, equations and inequalities, operations with polynomials, radicals, quadratics, exponentials and graphing. Problems that involve both linear and non-linear functions are included. In addition to traditional computational methods, students use graphing calculators as tools for problem solving.</p>

<p>Geometry Grade 10 412210CW 1 credit</p> <p><i>Pre-Requisite: Algebra 1</i></p>	<p>Geometric concepts, structures, and measurements will be applied in problem-solving situations in Geometry. Topics include lines, angles, two and three-dimensional shapes, circles, polygons, scale drawings, trig functions, and transformations. Reasoning skills and proofs will be emphasized throughout the course.</p>
<p>Geometry Honors Grade 9, 10 412215HW 1 credit</p> <p><i>Recommendation: score of 48 or higher on the math portion of the PSAT, teacher recommendation, average of 90 or higher in Algebra class, score of Exemplary on Math section of the SC Ready test.</i></p>	<p>Geometry Honors moves at a rigorous pace because it covers not only all of the Geometry standards and topics listed above for Geometry, but also additional material.</p>
<p>Algebra 2 Grade 11 411510CW 1 credit</p>	<p>Algebra 2 reviews and broadens the Algebra 1 concepts as it develops functions and analytical thinking. Major topics include functions, quadratics, complex numbers, polynomials, rational expressions, radicals, conic sections, exponential and logarithmic functions, sequences and series, systems of equations, determinants and matrices, introduction to trigonometry, and more data analysis.</p>
<p>Algebra 2 Honors Grades 10, 11 411515HW 1 credit</p> <p><i>Recommendation: score of 50 or higher on the math portion of the PSAT, teacher recommendation, average of 85 or higher in Geometry Honors or 90 or higher in Geometry.</i></p>	<p>Algebra 2 Honors involves the study of the same topics as Algebra 2 but in much greater depth and with additional units being covered. This course moves at a much faster pace and is at a higher level of difficulty.</p>
<p>Probability & Statistics Grades 11, 12 414110CW 1 credit</p> <p><i>Recommendation: Two units of math.</i></p>	<p>Probability & Statistics will explore statistics through career-related problems. Data analysis, tables, graphs, statistical formulas, logic, and probability will be covered. Problem-solving applications will be stressed throughout the course.</p>
<p>Probability & Statistics Honors Grades 11, 12 414115HW 1 credit</p> <p><i>Recommendation: Two units of math.</i></p>	<p>This course includes the study of probability, statistics and discrete mathematics topics. Students engage in the collection, organization, display, analysis and interpretation of data to solve mathematical and contextual problems. They use probability to model and solve real-world problems. Fundamentals of inferential statistics are studied. In addition to traditional computational methods, students use graphing calculators and/ or computer software as tools for problem solving.</p>
<p>Pre-Calculus Grade 12 413100CW 1 credit</p>	<p>Pre-calculus prepares students for college mathematics as it includes a formal study of trigonometry and other advanced math topics. In addition to trig, other areas of study include graphical analysis, polynomial and rational functions, logarithmic and exponential functions, series and sequences, binomial expansion, and vectors.</p>

<i>Recommendation: 80 or better yearly average in BOTH Geometry and Algebra 2 and teacher recommendation.</i>	
Pre-Calculus Honors Grades 11, 12 413104HW 1 credit <i>Recommendation: score of 50 or higher on the math portion of the PSAT, teacher recommendation, average of 85 or higher in Algebra 2 Honors. If students are moving from a CP to Honors Math course, 50 Math PSAT score, teacher recommendation, and average of 90 or higher in BOTH Geometry and Algebra 2.</i>	Pre-calculus Honors involves the study of the same topics as Pre-calculus but in much greater depth and with additional units being covered. This course moves at a much faster pace and is at a higher level of difficulty.
Statistics Extension Honors Grade 11,12 314925HW 1 credit	This course is a required link to Advanced Placement Statistics and is only open to those students enrolled in that course.
AP Statistics Grade 11,12 417110AW 1 credit <i>Recommendation: 85 or better yearly average in Algebra 2 Honors, teacher recommendation, AND score of 52 or higher on math portion of PSAT.</i>	This course is designed for the curious and motivated student who is interested in collecting, analyzing, and drawing conclusions from data. Topics explored include selecting methods for collecting and analyzing data, describing patterns and trends in data, using probability and simulation to define uncertainty in statistical inference, and using statistical reasoning to determine appropriate conclusions and justify claims. AP Statistics moves at a rigorous pace. Students will be required to take the College Board's AP Exam.
Calculus AB Extension Honors Grade 12 314915HW 1 credit	This course is a required link to Advanced Placement Calculus AB and is only open to those students enrolled in that course.
AP Calculus AB Grade 12 417005AW 1 credit <i>Recommendation: 85 or better yearly average in Pre-calculus Honors, teacher recommendation, AND score of 52 or higher on math portion of PSAT.</i>	This course is designed for the motivated student who has a deep and thorough understanding of all college preparatory mathematics as well as the commitment to devote much time to the class. Plane analytical geometry, functions, limits, derivatives, and integrals are all explored through problem-solving situations and the graphics calculator. AP Calculus moves at a rigorous pace, and students are required to take the College Board's AP Exam.

SCIENCE DEPARTMENT

Course & Code	Description
Biology 1 Grade 10 322110CW 1 credit	This introductory laboratory-based course is designed to familiarize the college preparatory student with the major concepts of biological science: the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; and behavior and regulation. This course provides numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the

<p><i>State mandated end of course exam counts 20% of the final average.</i></p>	<p>nature of science through inquiry-based learning experiences. Investigative, hands-on lab activities that address the high school inquiry standards are an integral part of this course.</p>
<p>Biology 1 Honors Grades 9, 10 322105HW 1 credit</p> <p><i>State mandated end of course exam counts 20% of the final average.</i></p> <p><i>Recommendation: score of 48 or higher on the critical reading portion of the PSAT, teacher recommendation, average of 90 or higher in science class.</i></p>	<p>This course is designed for highly motivated science students. It is an accelerated, comprehensive, investigation-oriented introduction to biology stressing the development and organization of living forms and life processes through time. Laboratory work is an integral part. Concepts covered will be aligned to the state science standards. Independent study and projects will be required.</p>
<p>Physical Science Grades 9, 10 321110CW 1 credit</p>	<p>Physical Science is designed to serve as a foundation course for other high school sciences. It is a laboratory course that incorporates principles of chemistry and physics by emphasizing inquiry-based learning, process skills, and higher order thinking skills. Chemistry concepts include composition and classification of matter, atomic structure and periodic table, and chemical bonds and reactions with some nuclear chemistry. Physics concepts include forces and motion, energy, electricity, and wave characteristics and behavior including electromagnetic-sound-light waves. Laboratory investigations are an integral part of this course reinforcing the experimental nature of science. Concepts and lab activities in this class are aligned with the South Carolina State Science Standards.</p>
<p>Physical Science Honors Grade 10 321104HW 1 credit</p> <p><i>Recommendation: score of 50 or higher on the math portion of the PSAT, teacher recommendation, average of 85 or higher in previous Honors science class. If students are moving from Biology 1 to Physical Science Honors, 50 math portion PSAT score, teacher recommendation, and an average of 90 or higher in previous science class.</i></p>	<p>This course is designed for the highly motivated science student whose maturity and math skills will be required in class and in the laboratory to investigate physical phenomena using a mathematical approach.</p>
<p>Chemistry Grade 11 323110CW 1 credit</p> <p><i>Pre-Requisite: Physical Science, Geometry, & enrolled in Algebra 2.</i></p>	<p>Chemistry is designed to be both academically rigorous and realistic for students pursuing technical careers and for students planning to continue their education at the technical or collegiate level. The emphasis will be on the technological aspects of chemistry with laboratory experiences comprising most of the course work. The focus is on the understanding and application of chemical skills as they relate to current industry practice. Instructors work with occupational instructors and local business/industry to incorporate career and technology applications of chemistry. Investigative, hands-on lab activities that address the high school inquiry standards are an integral part of this course.</p>
<p>Chemistry Honors Grade 11 323102HW 1 credit</p> <p><i>Recommendation: score of 50 or higher on the math portion of the</i></p>	<p>This course is designed for the highly motivated science student. It is an accelerated investigative approach to chemistry. Topics will cover the entire range of Chemistry objectives but at a deeper level. Students will be challenged at an appropriately high level. They will be expected to provide the instructor with evidence of an understanding of not only what happens in chemistry but why. This course is recommended for those students wishing to major in a science at the collegiate level.</p>

<p><i>PSAT, teacher recommendation, average of 85 or higher in previous Honors science class.</i></p>	
<p>Physics Grade 12 324110CW 1 credit</p> <p><i>Pre-Requisite: Physical Science, Chemistry, Teacher Recommendation, & enrolled in Pre-Calculus or AP Calculus.</i></p>	<p>Physics, the most fundamental of the natural sciences is quantitative in nature and uses the language of mathematics to describe natural phenomena. This course is designed to prepare students for the demands of a two- or four-year college degree program. The following topics are considered essential in a basic physics curriculum: mechanics, electricity and magnetism, and waves. Topics from modern physics, including quantum physics, nuclear physics, etc., will be included as time permits.</p>
<p>Physics Honors Grade 12 324102HW 1 credit</p> <p><i>Recommendation: score of 50 or higher on the math portion of the PSAT, teacher recommendation, average of 85 or higher in previous Honors science class or 90 of higher in previous science class. Student must be enrolled in Pre—Calculus or AP Calculus.</i></p>	<p>Physics Honors involves the study of the same topics as Physics but in much greater depth and with additional units being covered. This course moves at a much faster pace and is at a higher level of difficulty.</p>
<p>Environmental Science Grades 11, 12 326101CW 1 credit</p> <p><i>Recommendation: Biology 1</i></p>	<p>Environmental Science is designed to help students develop an awareness of their environment through the study of soil, water conservation, forest and land management, earth science, energy, pollution, and population growth.</p>
<p>Human Anatomy & Physiology Grades 11, 12 326310CW 1 credit</p> <p><i>Recommendation: Biology 1</i></p>	<p>This course is designed to be an overview of the major organs and organ systems in the human body. In addition to learning the structure and function of the primary organs and organ systems, the students will study health related issues connected to each system.</p>
<p>Biology Extension Honors Grades 10-12 328915HW 1 credit</p>	<p>This course is a required link to Advanced Placement Biology and is only open to those students enrolled in that course.</p>
<p>AP Biology Grades 10-12 327210AW 1 credit</p> <p><i>Recommendation: 85 or better yearly average in Chemistry class, teacher recommendation, AND score of 52 or higher on ELA portion of PSAT.</i></p>	<p>This course is a second year of intensive biology designed to prepare students to take the Advanced Placement Biology Examination. The course meets the objective of a general biology course at the college level. The College Board determines the course description (including dissection); therefore, the content of this course must adhere to those requirements. This course is linked to a required one-unit honors course.</p>

HISTORY DEPARTMENT

Course & Code	Description
<p>Human Geography Grades 9, 10 330710CW 1 credit</p>	<p>This course introduces students to human geography beginning with the use of maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate geographic information. Students will examine patterns and processes of how human characteristics and activities vary across Earth's surface and how humans understand, use, and alter the surface of Earth. Conceptual in nature rather than place specific, this course is organized systematically around the topics of population and migration geography, economic geography, cultural geography, political geography, and urban geography. Students will also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences.</p>
<p>Modern & World History Grades 9, 10 330610CW 1 credit</p>	<p>The development of the world's civilizations, from the dawn of man to the present day, is studied in this broad survey course. Cultures and geographies from all inhabited continents are woven together with political, social, and economic history to present a framework upon which future coursework in history can rest.</p>
<p>Modern & World History Honors Grades 9, 10 330615HW 1 credit</p> <p><i>Recommendation: score of 48 or higher on the critical reading section of the PSAT, teacher recommendation, average of 90 in previous advance Social Studies class, score of Exemplary on ELA section of the PASS test.</i></p>	<p>The development of the world's civilizations, from the dawn of man to the present day, is studied in this broad survey course. Cultures and geographies from all inhabited continents are woven together with political, social, and economic history to present a framework upon which future coursework in history can rest. This challenging curriculum is augmented with parallel reading and research and emphasizes written responses. Students selecting this course must already possess excellent study skills and the ability to absorb, memorize, and analyze large amounts of information.</p>
<p>United States History Grade 11 332010CW 1 credit</p> <p><i>State mandated end of course exam counts 20% of the final average.</i></p> <p><i>Must be taken either with or after English 3.</i></p>	<p>This course is a chronological and thematic study of key events in American history. Students should have strong reading comprehension skills, the ability to take notes, and effective written skills.</p>
<p>United States History Honors Grades 10, 11 332004HW 1 credit</p> <p><i>State mandated end of course exam counts 20% of the final average.</i></p> <p><i>Must be taken either with or after English 3.</i></p> <p><i>Recommendation: score of 50 or higher on the critical reading section of the PSAT, teacher recommendation, average of 85 or higher in previous Honors level</i></p>	<p>This course is designed for the advanced college-bound student. It includes an in-depth study of the U.S. Constitution and a study of the major forces which have shaped the political, economic, and cultural development of the United States from colonial times to the present. Students selecting this course should already possess excellent study skills and the ability to absorb and analyze large amounts of information.</p>

<p><i>Social Studies class. If students are moving from Global Studies to US History Honors, 50 critical reading PSAT score, teacher recommendation, and an average of 90 of higher in Global Studies.</i></p>	
<p>Government Grade 12 333010CH ½ credit</p>	<p>This course is a study of the unique features of American government, the role of the citizen, and the historical factors that have shaped the current system of government in the U.S. Students should have strong reading comprehension skills, the ability to take notes, and effective written skills.</p>
<p>Government Honors Grade 11 333004HH ½ credit</p> <p><i>Recommendation: score of 50 or higher on the critical reading section of the PSAT, teacher recommendation, average of 85 or higher in previous Honors level Social Studies class. If students are moving from US History to Government Honors, 50 critical reading PSAT score, teacher recommendation, and an average of 90 of higher in US History.</i></p>	<p>This course in American Government will examine the unique presidential, federal, and democratic features of the U.S. political system. Additionally, the role of the U.S. in the foreign arena will be covered. Students should possess strong reading comprehension and analysis skills.</p>
<p>Economics & Personal Finance Grade 12 330810CH ½ credit</p>	<p>This is a course in the essentials of economics. It includes economic theory, consumerism, and the characteristics of the major U.S. economic organizations. Students will write a series of essays.</p>
<p>Economics & Personal Finance Honors Grade 11 330815HH ½ credit</p> <p><i>Recommendation: score of 50 or higher on the critical reading section of the PSAT, teacher recommendation, average of 85 or higher in previous Honors level Social Studies class. If students are moving from US History to Economics Honors, 50 critical reading PSAT score, teacher recommendation, and an average of 90 of higher in US History.</i></p>	<p>This course will be a study of economic systems addressing the fundamental production and distribution questions. The role of government will be studied in relation to these concepts. Students will be expected to complete a research project. Students selecting this course should be strong readers with the ability to absorb and analyze large amounts of material.</p>
<p>Psychology Grades 10-12 334000CH ½ credit</p>	<p>This course stresses the study of human behavior with a concentration on individual psychology. Historical background as well as modern development will be examined, along with theories that have brought a new understanding of our lives.</p>

Sociology Grades 10-12 334500CH ½ credit	This course focuses on concepts dealing with groups of people and their interaction with society. Social problems such as poverty, crime, and conflict will be discussed along with plans for productive social change
Human Geography Extension Honors Grades 10-12 336910HW 1 credit	This course is a required link to Advanced Placement Human Geography and is only open to those students enrolled in that course.
AP Human Geography Grades 10-12 337910AW 1 credit	This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

Fine Arts Department

Course & Code	Description
Art 1 350102CW 1 credit	Art 1 is a basic course that provides a foundation for visual arts students to follow. This course is devoted to providing students with the knowledge of design, drawing, and vocabulary. Students will study various artists, art periods, and art history. A portfolio will be kept by students.
Art 2 350202CW 1 credit <i>Pre-Requisite: Art 1</i>	Art 2 continues as a basic course to provide basic experiences structured to expand the students' knowledge. Art II will provide the foundation for all other art courses that follow - primarily to the conscious and systematic presentation of procedures and theories. While the approach to art expectations are experimental in terms of subject matter, and materials, Art II will provide a strong foundation in design, drawing, painting, and other art forms. Students will continue their study of art history, art periods, and artists. A portfolio will be kept by students.
Art 3 350300CW 1 credit <i>Pre-Requisite: Art 2</i>	Art 3 students continue their study of art fundamentals and design. Medias will include graphite, charcoal, chalk, pastel, colored pencil, acrylic painting, and ink wash. Subject matter will include portraiture, figure drawing, perspective, landscape, etc. Students will continue their study of art history, art periods, and artist. A portfolio will be kept by students.
Art 4 350400CW <i>Pre-Requisite: Art 3</i>	Art 4 students continue their study of art fundamentals and design. Medias will include graphite, charcoal, chalk, pastel, colored pencil, acrylic painting, and ink wash. Subject matter will include portrait, figure drawing, perspective, landscape, etc. Students will explore more complicated media, further developing their own distinctive style. Students will produce works of art of their choosing. Students will continue their study of art history, art periods, and artists. The development of a portfolio will be required.
Digital Art 1 612010CW	This is a technology-based art class. Students create professional level publications using various graphics and text software (e.g., Adobe InDesign, Illustrator, and Photoshop) and techniques. Students create, format, illustrate, design, edit/revise, and print publications while emphasizing productivity of digitally produced newsletters, flyers, brochures, reports, advertising materials, and other publications. Proofreading, composition, and communication skills are included.
Digital Art 2 612110CW	
Chorus 1 354110CW 1 credit	Chorus 1 is open to students who have not taken music on the high school level. All students must take Chorus 1 first before being considered for any of the advanced levels. An introduction to theory will be studied to develop a better understanding of the language of music. Students will learn the essentials of music, practice their music reading and written skills, and improve listening skill. Chorus 1 offer the opportunity for experience in ensemble singing.

Chorus 2 354201CW 1 credit <i>Pre-Requisite: Chorus 1</i>	<p>Chorus 2 is open to students who have taken chorus for one year on the high school level. Students must audition and have successfully completed Chorus 1. Sacred and secular music is studied from many style periods. There is continued development of good vocal techniques, choral tone, and performance of various styles of choral music.</p>
Chorus 3 354311CW 1 credit <i>Pre-Requisite: Chorus 2</i>	<p>Chorus 3 is offered for those students who have achieved a high performance level through Chorus 1 & 2. There is continued development of good vocal techniques, choral tone, and performance of a various styles of choral music. Students must audition and have successfully completed Chorus 1 & 2.</p>
Chorus 4 354410CW 1 credit <i>Pre-Requisite: Chorus 3</i>	<p>Chorus 4 is offered for those students who have achieved a high performance level through Chorus 1, 2, & 3. There is continued development of good vocal techniques, choral tone, and performance of a various styles of choral music. Students must audition and have successfully completed Chorus 1, 2, & 3.</p>
Chorus Rehearsal (BHS Singers) 354005CW 1 credit <i>Pre-Requisite: Audition</i>	<p>BHS Singers is by audition only! BHS Singers is a small ensemble interested in singing barbershop style music. Students will learn to sing in duets, trios, and quartets. Students will also sing accapella. These students are introduced in choreography. This class will be introduced to advanced theory and sight reading.</p>
Music Appreciation 356100CW 1 credit	<p>Music Appreciation is designed to provide students with experiences that foster a basic understanding of music theory and connections between the music performed during historical periods from the Middle Ages to the present. The class will discuss the elements that make up music, study American popular music, TV, radio, games, and music's effect on today's technology.</p>
General Band 356010CW 1 credit	<p>General Music is a course for students who are interested in learning how to play an instrument. This course will cover the basics of sound production on an instrument, reading music, and performing in formal concerts. Students will pick an instrument to learn and gain skills to perform them.</p>
Instrumental Band 1 353111CW Instrumental Band 2 353222CW Instrumental Band 3 353333CW Instrumental Band 4 353444CW Instrumental Band 5 353555CW Instrumental Band 6 353666CW Instrumental Band 7 357877CW Instrumental Band 8 357988CW 1 credit <i>Recommendation: Successful completion of GBMS Band Program & audition by Band Director.</i>	<p>A performing organization (marching/concert) to which technical skills are acquired and developed. This organization will represent the high school in local, district, state, and national band activities. The student, in signing up for Marching Band, agrees to attend all rehearsals and activities as deemed necessary by the director. If you are participating in Marching Band, you must be enrolled in the fall Instrumental Band class.</p> <p>Instrumental Band 1, 3, 5, and 7 are marching band classes. Instrumental Band 2, 4, 6, and 8 are concert band classes for students who have a higher skill level in band performance. Students will continue their knowledge gained from previous band classes for instrumental performances.</p>
Honors Instrumental Band 353115HW <i>Pre-Requisite: Audition</i>	<p>Honors Instrumental Band is a course designed for band students who have at least three years of playing experience. The honors band class will focus on traditional Wind Band literature but will move at an accelerated pace and will have increased rigor in terms of literature, playing techniques and scale/rudiment requirements. Students in this class will also have more opportunities to perform in chamber ensemble and solo settings. This course requires the approval of the band director to enroll.</p>

JROTC/Physical Education/Health Department

Course & Code	Description
Physical Education 1 W/ Comprehensive Health 344120CW 1 credit	<p>Our students should meet all the South Carolina High School Course Student Performances Criteria: (1) demonstrate competency in at least two movement forms, (2) design and develop an appropriate physical fitness program, (3) participate regularly in health enhancing physical activity outside the physical education class, and (4) meet the</p>

	gender and age group health-related physical fitness standard as published by the National Association for Sport and Physical Education. Gym clothes and tennis shoes are required. The Comprehensive Health component was added at the beginning of the 2015-2016 school year. A study of health practices with emphasis on preventive health. The course also includes reproductive health education and pregnancy prevention. The law requires parent notification for the topics of reproductive health, family life, sexually transmitted diseases, and pregnancy prevention.
Physical Education 2 344205CW 1 credit <i>Recommendation: Physical Education 1</i>	This course is intended for students participating in athletics or for those students just wanting to stay in shape. This course will develop speed, balance, coordination, power, and agility through a variety of techniques. Students must wear proper exercise attire, including tennis shoes.
Weight Training Boys: 344316CW Girls: 344321CW 1 credit	Boys: Strength and conditioning is an intense level of fitness training designed primarily for the athlete. Gym clothes and tennis shoes are required. Girls: Strength and conditioning will be the primary focus during this class. Students will also participate in activities to improve their cardiovascular and muscular endurance. Gym clothes and tennis shoes are required.
Physical Education: Sports Training Girls Level 1: 344121CW Girls Level 2: 344221CW Girls Level 3: 344320CW Girls Level 4: 344421CW Boys Level 1: 344116CW Boys Level 2: 344216CW Boys Level 3: 344317CW Boys Level 4: 344416CW 1 credit	This course is intended for students participating in athletics. This course will develop speed, balance, coordination, power, and agility through a variety of techniques. The class consists of aerobic and anaerobic exercises. The activities include weightlifting, plyometrics, speed training, and endurance training as well as the development of skills specific to the individual's respective sport. Students must wear proper exercise attire, including tennis shoes.
Physical Education: Varsity Sports 379961CW Level 1 379962CW Level 2 379963CW Level 3 379964CW Level 4 379965CW Level 5 379966CW Level 6 379967CW Level 7 379968CW Level 8 1 credit	This course is designed to teach advanced team sports strategies, skills, and schemes that are specifically oriented toward varsity team sports at the interscholastic level. Emphasis will be placed on philosophy, psychology and sociology of team sports.
JROTC 1 & 2 375110CW & 375210CW 1 credit each	JROTC 1-2 are entry-level introductory courses within the heuristic program of instruction that includes classroom and laboratory instruction in the history, customs, traditions, and purpose of JROTC. It includes the development of basic leadership skills to include leadership principles, respect for authority, values and attributes. This course includes instruction in teambuilding, Maslow's hierarchy of needs, speaking and writing, appreciating and understanding diversity, conflict resolution, anger management, developing potential, self-esteem and personal values. Also included is a study of the responsibilities and privileges of U.S. citizens. There is an emphasis on physical fitness, wellness, and awareness of substance abuse and prevention. The curriculum is performance intensive. Cadets must demonstrate proficiency in each aspect of the course if they are to progress to the higher levels.
JROTC 3 & 4 375310CW & 375410CW 1 credit each	JROTC 3-4 provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. JROTC 3-4 cadets are placed in foundational leadership roles and charged with the training and welfare of their subordinate cadets. It includes classroom and laboratory instruction expanding the skills

	<p>taught in the JROTC introductory course. It includes instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance. Cadets study character education and development and perform a community service-learning project based on what they have learned. The performance standards in this course are based on the Department of the Army Cadet Command guidelines.</p>
<p>JROTC 5 & 6 375510CW & 375610CW 1 credit each</p>	<p>JROTC 5-6 allows cadets to investigate interrelationships of the services while it continues to build their leadership development and decision making skills. It provides an introduction to the Department of Defense, the Branches of the Armed Forces and the unique roles and abilities of each in the defense of the nation. In conjunction with citizenship, cadets are introduced to a variety of significant events and historical figures that contributed to our citizenship and American history. It includes negotiation skills and management principles. It provides a vehicle through which cadets will exercise their problem-solving and decision-making skills. They are expected to take leadership roles in the service learning projects and the extracurricular teams.</p>
<p>JROTC 7 & 8 375710CW & 375810CW 1 credit each</p>	<p>Cadets participating at this level constitute the cadet leadership for the Corps of Cadets. They set the yearly agenda for the cadet battalion and allocate the resources for the successful accomplishment of the tasks. They provide instruction and serve as assistant instructors within the classroom and laboratory. The course focuses on creating a positive leadership situation, planning, team development, project management and mentoring. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. Successful completion of at least 6 units of credit in the JROTC program may qualify a student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>
<p>DRIVER'S EDUCATION 370110CW 1 credit</p> <p><i>Must have beginner's permit before the class begins.</i></p>	<p>Driver's Education is designed to develop basic driving skills and to help students become responsible drivers. Instruction is divided into two segments: classroom instruction and driving instruction. The classroom segment includes signs, signals, and roadway markings; driving responsibilities; basic vehicle control, managing risk; natural laws; town and city driving; rural driving; alcohol; other drugs; and driving; insurance; and vehicle maintenance. The classroom segment is 30 hours long and must be passed before a student is allowed to begin the driving segment. Driving instruction includes 6 hours of driving experience and 12 hours of observation. Driving instruction allows the student to apply classroom instruction and practice basic car maneuvers. Knowledge, experience, and the correct attitude will enable the student to become a responsible driver. To acquire these attributes, it is essential that the student practice outside the classroom. After 20 days of class instruction, students will go to another teacher for a teacher aide period until it is their time to drive.</p>

SPANISH DEPARTMENT

Course & Code	Description
<p>Spanish 1 365110CW 1 credit</p>	<p>This course is the first year of a four-year sequence of study of the target language and its culture. It allows students to perform in the beginning stages of language learning and to become familiar with some elements of its culture. The emphasis is placed on the development of the modes of interpersonal, interpretive, and presentational modes within a given context and extending outside of the classroom setting when possible. Language functions are integrated throughout the course and are selected according to the language needs. A general view of the culture, its products, perspectives and practices is an integral part of the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Other disciplines are integrated throughout the course.</p>
<p>Spanish 2 365210CW 1 credit</p>	<p>Students will continue to perform in interpersonal, interpretive, and presentational modes. Students will participate in simple conversational situations by using memorized elements and recombining learned elements of the language. They will be able to satisfy basic</p>

<i>Pre-Requisite: Spanish 1</i>	survival needs and interact on common, everyday social needs in the present time and past time inside and outside of the classroom setting. They will also use memorized material to compose related sentences and paragraphs that narrate, describe, compare, and summarize familiar topics from the target culture. They will continue to develop a better understanding of similarities and differences between cultures and languages as they examine the influence of beliefs and values on the target culture(s). Other disciplines are integrated throughout the course.
Spanish 3 Honors 365304HW 1 credit <i>Pre-Requisite: Spanish 2</i>	This course furthers opportunities to expand students' skills as they create with the language in interpersonal, interpretive, and presentational modes. Students will continue to use short literary texts, authentic materials, and media that deal with generally familiar topics. Students will continue to gain the grammar and vocabulary necessary for fundamental communication skills. They will continue the practice and development of essential listening, reading, speaking, and writing skills in the target language.
Spanish 121 & 122 463710EW & 463810EW 2 High School credits; 6 college credits (dual enrollment through USC-Salk) <i>Pre-Requisite: Spanish 3H</i>	In these courses, students will continue to gain the grammar and vocabulary necessary for fundamental communication skills. They will continue the practice and development of essential listening, reading, speaking, and writing skills in the target language.

COLLEGE CREDIT COURSES

Courses will be offered by USC Columbia and USC Salkehatchie for students wanting to earn college credits prior to graduation from high school. These courses are carefully selected in order to meet the criteria of nearly all college programs and would be transferred to most colleges outside of the USC systems. **There will be an application fee in addition to a textbook fee and tuition.** Lottery Tuition Assistance is available on a year to year basis; **HOWEVER, you can only receive the assistance at one college institution.** Students must request prior permission from the principal before receiving dual credit from courses taken beyond the regular school day.

Course & Code	Description
Education 110 Teacher Cadets 373500EW 1 High School credit; 3 College credits <i>Pre-Requisite: 3.5 GPA, 5 teacher recommendations, and completion of application packet by due date. \$10 Application Fee only</i>	Introduction to Careers in Education (Teacher Cadet Program) exposes students to all facets of the teaching profession. Films, speakers, videotapes, and observations all provide students with a variety of perspectives concerning goals, challenges, and rewards of the education profession. The course includes a field experience component which allows the high school student an opportunity to get a hands-on experience observing, assisting, and teaching in District 45 classrooms. This course utilizes Blackboard, an online component which requires regular use of the Internet.
English Composition 101 301500EW 1 High School credit; 3 College credits <i>Pre-Requisite: 4 English credits</i>	English 101 is a composition course that offers closely supervised practice in expository writing with attention to invention, arrangement, and style. Required reading and at least six lengthy essays comprise the focus of the course.
English Composition & Literature 102 301600EW 1 High School credit; 3 College credits <i>Pre-Requisite: "C" or better in English 101</i>	English 102 is designed to build on English 101 to help prepare you for the writing you will do in future college courses and beyond. While English 101 honed your ability to critically read and closely analyze texts, English 102 emphasizes helping you to write well-reasoned, argumentative papers that incorporate multiple sources and viewpoints. During the semester, you will learn to identify the elements of an effective argument and apply those principles in composing researched essays about academic and public issues. This course will also strengthen your information

	literacy skills by teaching you strategies for finding, assessing, using, citing, and documenting source materials.
European Civilization History 101 336600EW 1 High School credit; 3 College credits <i>Pre-Requisite: 3 History credits</i>	Introduction to European Civilization is a two-semester sequence which surveys the rise and development of European Civilization from its Mediterranean origins to present day. The first semester concentrates on the achievements of classical and medieval Europe while the second semester focuses upon modern times. Taught by USC Salkehatchie, History 101 begins in August and ends in the second week of December. History 102 begins in the second week of January and ends in the first week of May. Students who enroll for both courses (entire year) receive 6 college credit hours. History 101 is not a requirement for History 102.
European Civilization History 102 336700EW 1 High School credit; 3 College credits <i>Pre-Requisite: 3 History credits</i>	
Speech Communication 140 304500EW 1 High School credit; 3 College credits <i>Prerequisite: Honors track recommended; Minimum critical reading score of 50 on the PSAT, or 50 on the writing portion of the PSAT if combined critical reading plus writing is 95, or at least an 88 in English 3 Honors</i>	This course is an introduction to principles and criticism of oral public communication, to include performances by students.
Math 111 413300EW 1 High School credit; 3 College credits <i>Pre-Requisite: Pre-Calculus or placement code earned by the Algebra Placement Test at USC-Salk</i>	Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithm functions, systems of equations. Credit may not be received for both MATH 111 and 115.
Math 122 416900EW 1 High School credit; 3 College credits <i>Prerequisites: placement code MB4-9 required; earned by grade of C or better in MATH 111/111I, or by Algebra Placement Test</i>	Derivatives and integrals of elementary algebraic, exponential, and logarithmic functions. Maxima, minima, rate of change, motion, work, area under a curve, and volume.
Psychology 101 334200EW 1 High School credit; 3 College credits	An introduction to and survey of the basic concepts and findings within the field of psychology.
Biology 243/243L 326610EW 1 High School credit; 4 College credits	Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems. Not available for biology major credit.

Biology 244/244L 326710EW 1 High School credit; 4 College credits <i>Prerequisites: Biology 243/243L</i>	Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive, and respiratory systems. Not available for biology major credit.
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Miscellaneous

Course & Code	Description
Personal Finance Grades 9-12 513115CW 1 credit	Beginning with the Class of 2027, this is a required class for graduation. This course is designed to help students develop skills to make informed financial decisions, manage financial resources, and plan for future financial success. 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
Debate Grades 9-12 379910CW 1 credit <i>Recommendation: Teacher</i>	This course is designed to teach debate techniques as well as critical thinking skills. This course also teaches research, vocabulary, logical reasoning and public speaking skills. Students who successfully complete Debate Preparation and earn membership in the National Forensic League, will be eligible to earn credit in an advanced debate preparation class.
Yearbook Production Grades 9-12 379999CW 1 credit <i>Recommendation: Application supported by 3 teacher recommendations.</i>	Students will be involved in the construction and marketing of <u>The Warhorse</u> , Barnwell High School's yearbook. They will learn basic layout and graphics design techniques using Adobe InDesign and Jostens YearTech software.
Youth Apprenticeship 1, 2, & 3 Grades 11-12 379941CW 379942CW 379943CW 1 credit each <i>Recommendation: Teacher</i>	Youth Apprenticeship is a highly structured year-long educational program for students age 16 and older. It integrates on-the-job learning within an industry with school-based instruction in a career and technology program. A training agreement must be developed between the employer, Apprenticeship Carolina, the student and the school district. This agreement bridges high school and post-secondary schooling and results in both academic credentials and certified mastery of work skills. For more details and qualifications of the Youth Apprenticeship program contact the Partnership Office at the District Office or a school career specialist.
Senior Internship 1 & 2 Grades 12 379931CW 379932CW 1 credit each <i>Recommendation: Teacher</i>	Senior Internships are structured, work-based experiences which incorporate a strong school-based academic foundation. The major purpose of the internship program is for the intern to receive broad instruction in workplace expectations and employer-identified competencies related to a specific career field. Seniors may earn one elective unit of credit each semester. Students must complete an internship application that must be approved prior to student enrollment in the course. Each student is responsible for arranging his/her internship experience. A student is placed on the job site when all required forms/documentation have been received in the School-to-Career Office. Students must attend a program orientation prior to beginning training at the worksite. A student may be removed from the internship program for failure to adhere to guidelines of the Internship Agreement.
Cooperative Learning Grades 12	Cooperative Education is a work-based learning experience related to a career and technology program of study the student has completed. This program coordinates studies with a job in a career related to the student's major. Instruction is completed

WBL: Agriculture 569012CD WBL: Business Management & Administration 549020CD WBL: Manufacturing 649010CD 1 credit each <i>Pre-Requisite: Application & Teacher</i>	at the worksite. Students must apply to participate in this program. Applications are available in each high school guidance department and must be approved prior to student enrollment in the course. Students must furnish their own transportation to the worksite and attend an orientation workshop prior to beginning training at the worksite.
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Career & Technology Education Courses

Career and technology education programs are designed for two major purposes: to start a student on a career ladder by providing initial knowledge in a particular occupation and/or to provide skills and knowledge for immediate employment upon completion of a career program. Both occupational and non-occupational career courses are offered at Barnwell High School.

Course & Code	Description
Fundamentals of Computing 502310CW 1 credit <i>Prerequisites: Algebra 1 or concurrent enrollment in Algebra 1</i>	This course is designed to introduce students to the breadth of the computer science field through engaging topics such as web design, human computer interactions, and programming. Optional topics include mobile applications, robotics, and digital animation. Students develop critical thinking, logic, and problem solving skills relevant to today's technology. Rather than employing specific software tools or programming languages, Exploring Computer Science focuses on the conceptual ideas of computing and helps students understand how certain tools or languages may be utilized in problem solving.
Fundamentals of Webpage Design & Development 503102CW 1 credit <i>Prerequisites: Exploring Computer Science</i>	This course is designed to provide students with the knowledge and skills needed to design, implement and maintain a website. Students create web pages using HTML, Advanced HTML and a popular web page software. Students develop a plan for posting, publicizing and promoting a website. They also research web-related careers.
Advanced Web Design and Development (LTC) 503302CW 1 credit <i>Prerequisites: Fundamentals of Webpage Design & Development</i>	This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Students develop web pages that incorporate text, audio, video, and graphics using web authoring software, JAVA scripting, XHTML, and CSS. Students determine and employ methods to evaluate the design, functionality, and security of online information in various settings. This course teaches students how to use networks, including the Internet, for research and resource sharing.
Image Editing 1 534010CW 1 credit	This course is designed to provide students with the knowledge and skills needed to utilize digital imaging software in editing and designing images and graphics. Students also learn the use of technologies related to digital imaging such as basic computer operations, file sharing across networks, digital scanning, digital photography, and preparing documents for output to various types of media. Successful completion of this course will prepare the student to take industry certification test(s).

Industrial Technology Education

These courses are non-occupational vocational courses. Students taking these courses do not receive specific job skill training.

Course & Code	Description
Industrial Technology Education 1 604002CW 1 credit	Industrial Technology Education 1 is a dynamic program of student activity in a laboratory setting with three major thrusts that bring (a) attainment of industrial-technologies occupations, and (b) satisfaction of student's personal needs including discovery of self as related to industry and technology. Students can choose from eighteen self-directed, basic technology modules: (1) Robotics Technology, (2) CNC Mill, (3) CNC Lathe, (4) Desktop Publishing, (5) Digital Photography, (6) CAD Engineering 3D, (7) Laser Imaging, (8) Digital Video Editing, (9) Concrete & Masonry, (10) Drafting, (11) Research & Development, (12) Materials Processing, (13) Structural Engineering, (14) Small Gas Engines, and (15) Web Page Design,

	(16) Web Animation, (17) Computer Animation, and (18) Basic Electronics. Students are able to expand their knowledge of technology and develop leadership skills through the participation in the <i>Barnwell High School Technology Student Association. (TSA)</i>
Industrial Technology Education 2 604102CW 1 credit <i>Pre-Requisite: 70 or higher in Industrial Technology 1</i>	This is a course designed for students who want to further their education in some of the self-directed modules that is in the context of Industrial Technology Education 1. Also, whole class units from the Tech Know Project will be studied: (1) Agriculture & Biotechnology Design, (2) Radio Controlled Technology, and (3) Structural Engineering. Students are able to expand their knowledge of technology and develop leadership skills through the participation in the <i>Barnwell High School Technology Student Association. (TSA)</i>
PLTW: Principles of Engineering 605010CW 1 credit <i>Pre-Requisite: 77 or higher in Algebra 1</i>	Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.
PLTW: Introduction to Engineering Design 605120CW 1 credit <i>Pre-Requisite: 77 or higher in Algebra 1</i>	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 use an engineering notebook to document their work.
PLTW: Computer Integrated Manufacturing 605310CW 1 credit <i>Pre-Requisite: 77 or higher in Algebra 1</i>	This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.
PLTW: Computer Science Principles 637710CW 1 credit <i>Pre-Requisite: 77 or higher in Algebra 1</i>	Computer Science Principles (CSP) is a PLTW course to implement the College Board's new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing.

BARNWELL COUNTY CAREER CENTER

Barnwell County Career Center's primary goal is to provide occupational training for every level of student in Barnwell County, regardless of his or her race, sex, handicap, age, or marital status. This training is to enhance success after graduation. To help determine areas of interest, the course offerings have been divided into two categories: (1) Health/Human Services, and (2) Engineering/Industrial Technology Education.

A student earns an occupational competency certificate upon completion of a two-year program. This competency certificate will list evaluations of a student's competencies in his or her specific area of interest. (This competency certificate should prove quite valuable when a student seeks employment and/or enrollment in post-secondary training.) Barnwell County Career Center offers dual enrollment credit in conjunction with Orangeburg-

Calhoun Technical College and Denmark Technical College. Dual enrollment with O-C Tech is in the area of Health Science. Dual enrollment with Denmark Tech are in the areas of Law Enforcement and Welding. Students must be in their second year of the program to become dual enrolled.

Job placement assistance is provided for the student who desires either part-time or full-time employment after graduation. Ongoing contact by the career center faculty and staff is maintained with local business and industry to provide a link for new employability skills and for job placement. Job-seeking skills are also part of the curriculum for all students at BCCC. Students are encouraged to practice leadership skills and teamwork through membership in the following student organizations: Health Occupation Students of America (HOSA), Family Career and Community Leaders of America (FCCLA) and SkillsUSA. Fees for membership are minimal. In addition to these organizations, the

Barnwell County Career Center is a charter member of the National Technical Honors Society (NTHS) which recognizes the top occupational students each year.

Seniors at BCCC may compete for four (4) \$500 scholarships offered by the school. Any senior who has previously enrolled at the career center may also apply for one of the four scholarships. Applications may be obtained from the Guidance Department at BCCC as well as in the feeder school's guidance office during the spring of each year.

Both male and female students are strongly encouraged to take any course at BCCC in which they may be interested. All students are encouraged to explore non-traditional career fields and career training. The non-traditional career area for males is Cosmetology. Non-traditional career areas for females at the center are Automotive Technology, Building Construction, Drafting, Electricity, Welding, Law Enforcement and Agriculture

WORK-BASED LEARNING PROGRAM

The South Carolina School-to-Work Transition Act of 1994 is designed to establish a school-to-work system to equip all students with relevant academic skills, marketable occupational skills, and appropriate work-place behaviors. To accomplish the above, there must be revisions in academic and occupational curriculum, establishment of career exploration and counseling initiatives, and a program of apprenticeships, mentorships, and work-place experiences. In addition, the faculty and staff of the Barnwell County Career Center collaborate closely with the School-to-Work coordinator at the high school in order to ensure opportunities for each occupational student.

The occupational student may participate in not only a shadowing experience, but also he or she may participate in internships and cooperative education during his or her final level of enrollment in an occupational program. This student will be given the opportunity to spend six to eight weeks of the school year developing more competent skills by working in various local businesses or industries as a "trainee" instead of spending this time in the classroom setting at the career center.

Although there are numerous advantages realized when a student participates in the program, these are some of the most important: limited work experience in the career field, better defined career goals and more realistic job choice, and practical application of classroom principles and theory.

If you have any questions, please talk with the school-to-work coordinator at the center or your local high school. Better still, talk with a student who has been on Internship or CO-OP.

HEALTH/HUMAN SERVICES EDUCATION

Health career opportunities in the twenty-first century number more than 200, and they range from the basic entry level to the profession (doctor and nurse).

The Health Science program at the Barnwell County Career Center provides the opportunity for the student who is seeking employment directly from high school to enter the work force as a certified nursing assistant (entry level), patient care technician, and/or Registered and Nationally Certified Pharmacy Technician. The yearly salary scale projection for a certified nurse aide is \$18,300 - \$25,000 with the average salary of \$21,400. The hourly salary of a PCT is \$15-\$16 per hour. The hourly salary of a nationally certified pharmacy technician is \$12-\$15 per hour. The job outlook for nurse aides is expected to grow between 21-35%. Pharmacy Technician certification is becoming the standard for our state.

If a student decides that he or she is interested in a health care field, enrollment in the Health Science program will provide them with a strong foundation for the student to continue in a technical college or a four-year college. The students are also eligible for Dual Enrollment with Denmark Technical College and can earn up to 20 hours of college credit and 4 certifications.

Membership in the Health Occupations Students of America (HOSA) organization by any student enrolled in the Health Science Technology program is strongly encouraged as this builds leadership and promotes personal growth, and its activities are integrated into the classroom.

To advance in Health Science Courses, the student must be successful in each semester with a minimum grade of 80%, meet course prerequisites, good attendance records (meaning no excessive absences: excused or unexcused) to meet the required classroom hours of instruction, no OSS or disciplinary problems, and must have the teacher's recommendation.

*Rising juniors who wish to complete the Health Science Nursing Assistant Certification can meet the requirements by taking HS 1, 2, and 3.1 and 3.2 their junior year; this would occupy 2 periods per semester in his/her schedule. They can then advance their senior year to HS Clinical Studies (4.1 & 4.2).

Course & Code	Description
<p>Health Science 1 555010CW 1 credit</p> <p><i>Pre-Requisite: Must have passed 9th grade English, math, and science. Progression to 2nd semester will be dependent on the student meeting numerous criteria first semester. Meets every day 1st semester.</i></p>	<p>Health Science 1 is the first of four courses offered to students interested in pursuing a career in the healthcare field. During the first course students are introduced to healthcare history, career, law and ethics, cultural diversity, health care language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it is going and how professionalism and personal characteristics impact their success. Students will be introduced to “Standard Precautions” and learn about confidentiality through HIPAA. As students are guided through healthcare career exploration, they will discuss education levels and requirements needed to be successful. Students will participate in a career project and will hear from guest speakers in the healthcare field. Students will learn first aide procedures and learn fire safety. The skill and knowledge that students learn in Health Science 1 serve to prepare them for future clinical experiences such as job shadowing or internships as they advance in the Health Science courses. <u>To advance to Health Science 2, students must have an 80% score or higher in Health Science 1 and teacher recommendation.</u></p>
<p>Health Science 2 555110CW 1 credit</p> <p><i>Pre-Requisite: Health Science 1 with a minimum grade of 80%, teacher recommendation, and meet eligibility requirements. Meets every day 2nd semester.</i></p>	<p>Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. Health Science 2, will continue in more detail, the units of study that include advanced study of infection control. They will learn about “Transmission Based Precautions” and become familiar with OSHA, HIPAA, and the CDC. Students will learn how to take vital signs, record them and learn what the data means. Students will learn about the stages of life and Maslow’s Hierarchy of needs. Student will learn how law and ethics are <u>applied</u> in the healthcare setting. This course will introduce students to basic patient care skills and medical terminology. Medical math and pharmacology is incorporated throughout the lessons being taught. <u>Mandatory certification in First Aid, CPR, and OSHA will be required.</u> <u>Students may have to pay the cost of training if grant money is not available as mandated by the source of certification.</u> Career pathways and scenarios are introduced through each section. Students in this course should further their knowledge of healthcare careers and future goals by participating in job shadowing experiences and field trips on a needs availability basis. <u>To advance to Health Science 3.1 for Nursing Assistant Certification, second year students should successfully complete Health Science 1 and 2, score 80% or higher in HST 2 and have the recommendation of their teacher.</u></p>
<p>Health Science 3: Part 1 555215HW 1 honors credit (Possible Dual Enrollment 6 College credits + 2 high school dual enrollment credits)</p>	<p>Health Science 3: Part 1 focuses on the human body. Students will gain knowledge of all human body systems and how they work (Anatomy and Physiology). This course will emphasize the study of disease, prevention and treatment (Pathophysiology). Students will participate in teamwork activities for assigned projects. Medical Terminology is incorporated throughout the course. Incorporated into this course will be fundamentals common to all health care professions to create a foundation on which learners can build as they focus on their future in the health</p>

<p><i>Pre-Requisite for CNA: Successful completion of Health Science 1 and 2 with minimum grade of 80%, teacher recommendation, and meet the eligibility requirements.</i></p> <p>OR</p> <p><i>Any junior or senior who desires a strong base in Human Body Structure and Function with focus on anatomy, physiology, pathophysiology and medical terminology for NON-CNA route.</i></p> <p>You do not sign up for dual enrollment courses; if you qualify, BCCC will enroll you.</p> <p>AHS 104: Medical Terminology A Body Systems Approach 554200EW 1 dual enrollment credit Everyday 1st semester</p> <p>AHS 119: Introduction to Health Care 551000EW 1 dual enrollment credit Everyday 1st semester 6 hours of college credit that will transfer to any technical school in SC</p>	<p>care industry. If students meet the eligibility of Orangeburg Calhoun Technical College, the student can receive <u>dual enrollment credit</u> of 6 hours in AHS 104 and AHS 119 upon completion of the course. The students are required to purchase their college textbook for the course. These college credits will transfer to any technical college in SC. Colleges or Universities will decide how credit is used based on their curriculum.</p> <p><u>To advance to Health Science 3: Part 2, the student must be successful in Health Science 1, 2, and 3: Part 1 for the CNA program, and Health Science 3: Part 1 for the Non-CNA route. A minimum grade of 80%, good attendance records (meaning no excessive absences, excused or unexcused) to meet the required classroom hours of instruction and no OSS or disciplinary problems and must have the teacher's recommendation.</u></p>
<p>Health Science 3: Part 2 555220HW 1 honors credit</p> <p><i>Pre-Requisite for CAN: Successful completion of Health Science 1, 2, and 3: Part 1 with minimum grade of 80%, teacher recommendation, and meet the eligibility requirements.</i></p> <p>OR</p> <p><i>Successful completion of Health Science 3: Part 1 with minimum grade of 80%, teacher recommendation, for students who desire a strong base in Human Body Structure and Function with focus on anatomy, physiology, pathophysiology and medical terminology for NON-CNA route.</i></p>	<p>Health Science 3: Part 2 is a continuation of focus on the human body. Students will continue to gain knowledge of all human body systems and how they work (Anatomy and Physiology). This course will continue to emphasize the study of disease, prevention, and treatment (Pathophysiology). Students will participate in teamwork activities for assigned projects. Medical Terminology will continue to be incorporated throughout the course.</p> <p><u>To advance to Health Science Clinical Study (CNA Program), the student must be successful in Health Science 1, 2, and 3 (Parts 1 & 2) with a minimum grade of 80%, good attendance records (meaning no excessive absences, excused or unexcused) to meet the required classroom hours of instruction and no OSS or disciplinary problems and must have the teacher's recommendation.</u></p> <p><i>State law and governing agencies mandate classroom and clinical hours to meet the eligibility requirements for clinical experiences. If the student does not meet these pre-requisites, the student will be expected to return to the feeder high school.</i></p>
<p>Health Science 4 Part 1 556015HW 1 honors credit; Possible Dual Enrollment 8 College credits</p>	<p>Health Science 4 Part 1 is designed to give students a clinical experience. This course can be a Certified Nurse Aide program or an individualized work based clinical experience for the student. Students will have classroom time to review the necessary skills and qualities needed to complete rotating internships that will require travel to worksites. <u>The student is responsible for transportation to and from their designated clinical site.</u> Schools serving as a Certified Nurse Aide program will follow the rules and regulations governed by SCDHHS. Students who successfully complete this program, may take the Nursing Assistant Certification Examination.</p>

<p><i>Pre-Requisite: Completion of Health Science 1, 2 and 3 (Parts 1 & 2) with minimum grade of 80%, CPR & First Aid Certification, teacher recommendation, good attendance records, no disciplinary problems.</i></p> <p><i>Admission is limited based on GPA, work ethics, behavior, and attendance.</i></p> <p>AHS 163: Long Term Care 554400EW 1 dual enrollment credit</p> <p>AHS 149: Health Care Skills 550900EW 1 dual enrollment credit 8 hours of college credit that will transfer to any technical school in SC</p>	<p>Cost is based on the state test and is the responsibility of the student. If <u>successful</u> the student will become Certified Nurse Aides in SC. The student who is a completer of the Health Science program with 4 or more units of credit will take the National Healthcare Foundation Skills Examination and receive a National Health Care Foundation Skills Standard Certificate if <u>successful</u> on the test.</p> <p><u>To advance to the Health Science Clinical Study Part 2, the students must be a Certified Nurse Aide, minimum grade of 80%, teacher recommendation, good attendance records in order to meet the required classroom hours of instruction, and NO OSS or disciplinary problems.</u></p> <p><i>State law and governing agencies mandate classroom and clinical hours to meet the eligibility requirements for clinical experiences. If the student does not meet these pre-requisites, the student will be expected to return to the feeder high school.</i></p>
<p>Health Science 4 Part 2 556025HW 1 honors credit</p> <p><i>Pre-Requisite: Completion of Health Science 1, 2, 3 (Parts 1 & 2), and 4 (Part 1) with minimum grade of 80%, CPR & First Aid Certification, teacher recommendation, good attendance records, no disciplinary problems.</i></p> <p><i>Admission is limited based on GPA, work ethics, behavior, and attendance.</i></p>	<p>Health Science 4 Part 2 is designed to advance the student who has successfully completed their CNA certification to obtain an additional certification as a Patient Care Technician/Assistant. The PCT/A program will review all foundation standards in the clinical study program as well as complete the objectives covered in the “NHA Test Plan”. Students will be prepared to perform patient care services in hospitals or clinical settings including phlebotomy and electrocardiogram skills. This program of study does not require clinical hours but does include laboratory practice and skills assessment. Upon successful completion of this course the student will be certified as a Patient Care Technician/Assistant after passing the NHA national exam. <u>Cost of the National exam is the responsibility of the student.</u> Obtaining this additional certification will enhance the marketability of these students who desire to continue their education in health care, as well as, increase their starting pay in the entry level work force.</p> <p><i>State law and governing agencies mandate classroom and clinical hours to meet the eligibility requirements for clinical experiences. If the student does not meet these pre-requisites, the student will be expected to return to the feeder high school.</i></p>
<p>Health Science Work Based Learning Course 559010CH (1/2 credit for 60 hours) 559012CW (1 credit for 120 hours)</p> <p><i>Pre-Requisite: Must be a Certified Nurse Aide, completion of Health Science 1, 2, 3 (Parts 1 & 2), and Health Science Clinical Study (Part 1) with a minimum grade of 80%, CPR and First Aid Certification, teacher recommendation, good attendance records, and no disciplinary problems.</i></p>	<p>Work Based Learning is one of several components in a successful education system and refers to education experiences that primarily occur outside the classroom in cooperation with business partners. WBL is defined as a coherent sequence of career awareness, exploration, job training, and experience activities that are coordinated with school-based learning activities. Health Science WBL experiences provide opportunities for students to enter the workplace for a specified period of time to gain skills and learning knowledge in Health Science. Typically the student will apply formal classroom learning to actual work situations. Students’ work place activities may include working on special projects, sampling tasks from different jobs, and learning tasks related to a single occupation. Clinical rotations, upon availability, also provide opportunities for students to interact with proper role models and learn about appropriate behavior and ethics in the workplace.</p>
<p>Pharmacology for Medical Careers 557020CD 2 credits (yearlong)</p>	<p>Pharmacology for Medical Careers is a program designed to train students who are focusing on a career in health care. Exposure to basic pharmacology, math and science standards are included in this course. This course is also designed to train students for the entry level of pharmacological studies by becoming Registered and Nationally Certified Pharmacy Technicians. These students may also, after brief employment in a chain pharmacy, take an additional course of study and become</p>

<p><i>Pre-requisite: Must be a senior who has passed 11th grade English, Math, and Science. No prior felony convictions</i></p>	<p>State Certified upon completion of designated hours of work. <i>Cost of the PTCB exam may be the responsibility of the student.</i> This course is a computer web-based program of study that is monitored and enhanced by their Health Science Instructor. THIS COURSE MAY BE AN INDEPENDENT STUDY WITH SUPERVISION OF THE HEALTH SCIENCE INSTRUCTOR, BUT IT IS RECOMMENDED THAT THE STUDENT BE IN THE CLASSROOM TO BE SUCCESSFUL AND REMAIN ON TASK. The student must have access to a PC (not a Mac) computer. The instructor will monitor the progress and can send e-mail instructions to the student. The instructor controls access to the testes and receives all scores and work completed. Students who take this course for 2 semesters may be provided an opportunity for clinical experience if available, time allows, and they have met the recommendations of the instructor. Student may also complete this course in 1 semester. <i>The anticipated cost of the program is \$300 and is due before the program is initiated. The program is only useable for one year only from start date.</i></p>
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COSMETOLOGY EDUCATION

Completer includes 1000 Cosmetology hours and 540 Academic hours to total 1540 hours and a minimum of 8 Cosmetology credits. Students are to turn in **required documents** within 10 days of the 1st day of class: **2X2 passport photo, social security card, state ID, and high school transcript.** This is a requirement of the State Board Cosmetology Enrollment process.

Course & Code	Description
<p>Cosmetology 1 & 2 615010CD/615110CD 2 credits per semester</p> <p>Cosmetology 3 & 4 615210CD/615310CD 2 credits per semester</p> <p><i>Pre-Requisite: 11th grade, 2.0 GPA to be eligible for Cosmetology 1. Students must have good attendance, be a team player, follow directions well, and use language and manners suitable for the workplace. Students must maintain a 75 or higher Cosmetology grades, good attendance, required hours, and professionalism to precede to the next level.</i></p>	<p>The Cosmetology program is designed to prepare students to qualify and successfully complete all requirements for a South Carolina Cosmetology license. Students will complete Cosmetology 1, 2, 3 and 4 and receive 1000 hours in training. Students receive training that follows the guidelines and regulations established by the South Carolina Labor, Licensing, and Regulation Cosmetology Board. The course of study includes Sanitation and Safety, Professionalism and Salon Management, Sciences of Cosmetology, Professional Hair Care Skills, Professional Nail Care Skills, Professional Skin Care Skills, and Unassigned Specific Needs. Instruction in chemistry, bacteriology, anatomy, and physiology of the face, head, arms, and hands is incorporated by means of theory and practical application on both mannequins and live models.</p> <p>Note: Students must wear shoes without open heel or toe when in the lab area. Students are required to have a cosmetology kit and lab coat. Student must meet requirements, hours, and grade average to move to the next level. Junior fees are approximately \$150.00. Senior kits may be \$500.00 and State Board fees are \$175.00. Any grant money received could offset kit and State Board cost.</p>

LAW ENFORCEMENT

Course & Code	Description
<p>Law Enforcement Services 1 651002CD</p>	<p>Formally Criminal Justice 1, this course is designed primarily to prepare students for education in Criminal Justice and such programs at post-secondary institutions. The</p>

<p>2 credits</p> <p><i>Recommendation: English 1 and cumulative 2.0 GPA.</i></p>	<p>Criminal Justice program is also designed to assist students in obtaining entry level jobs in the Criminal Justice field. Textbooks are used to study Criminal Justice, the components, history, constitutional law, criminal law, organization, and functions of police departments. Hands on activities include handcuffing, fingerprinting, and latent lifting. This is the first year of a two year program. Meets every day.</p>
<p>Law Enforcement Services 2 651110CD 1 credit</p> <p><i>Recommendation: Law Enforcement Services 1 with a grade of 77 or higher, completion of English 2 with a grade of 77 or higher. Meets every day for the 1st semester.</i></p>	<p>This course is designed primarily as a continuation of the Law Enforcement Services 1 course. Students should have completed Law Enforcement Services 1 and have a good idea that they want to enter into the field of Criminal Justice. It is designed to prepare students with more hands on activities than the entry level course. Students will prepare for employment in areas of law enforcement including state trooper, deputy sheriff, investigations, and security guard. Textbook training focuses on police ethics, public safety, individual rights and constitutional law. Hands on training include search and seizure, handcuffing, traffic stops, latent lifts, rolling of fingerprints, crime scene procedures, forensics, and job interviews.</p>

ENGINEERING/INDUSTRIAL TECHNOLOGY EDUCATION

When the theme “Like a Rock” or “Ford Tough” is heard, Engineering/Industrial Technology Education graduates think with pride of the participation they had in the designing and manufacturing of this product. These former graduates play a major role in the economic development process of all America through the designing, manufacturing, and the servicing of products.

The student who decides to seek employment directly from high school after completing a course in the Engineering/Industrial Technology Education area may expect an entry-level salary that will vary from \$8 to \$14 (or higher) per hour. According to the South Carolina Occupational Information System (SCOIS), the following earnings were reported for these career choices in South Carolina.

<i>Automobile Technicians:</i>	<i>\$17,160 - \$31,034</i>
<i>Carpenters:</i>	<i>\$18,616 - \$27,227</i>
<i>Drafters:</i>	<i>\$25,168 - \$37,586</i>
<i>Electricians:</i>	<i>\$17,382 - \$32,074</i>
<i>Industrial Machine Repairers:</i>	<i>\$23,252 - \$39,203</i>
<i>Welders:</i>	<i>\$20,966 - \$28,850</i>
<i>Cosmetologists:</i>	<i>\$11,544 - \$22,776</i>

The above earnings figures depend on education level, experience, level of responsibility, and degree of specialization. Also, those who are self-employed in the above areas may earn salaries greater than the ones reported.

The student organization that provides leadership training and the opportunity for experience through competition at the district, state, and international level is the SKILLS USA. Student membership in this organization is strongly recommended.

The Barnwell County Career Center is a nationally certified program. Certification is through the National Automotive Technicians Education Foundation, a division of the National Institute for Automotive Service Excellence (ASE). This program meets the same standards as Post-Secondary college programs.

Course & Code	Description
<p>Automotive Technology 1 603010CW 1 credit</p> <p><i>Recommendation: Students must have passed 9th grade English, math, and science.</i></p> <p>Automotive Technology 2 603110CW 1 credit</p>	<p>This course prepares the student for the world of work by giving him/her the knowledge and skills to perform routine vehicle maintenance and light repairs. The learner is taught how an automobile works through classroom instruction and shop projects. Instruction is presented on school orientation, careers and certification, shop safety, hand and power tools, shop equipment, automotive measurement, engine fundamentals, basic electricity and electronics, battery diagnosis and service, and brake system fundamentals. The learner is prepared for advanced learning on the major automotive systems.</p>

<p><i>Recommendation: 75 or higher average in Automotive Technology 1</i></p>	
<p>Automotive Technology 3 603220CW 1 credit</p> <p><i>Recommendation: 75 or higher average in Automotive Technology 2</i></p> <p>Automotive Technology 4 603310CW 1 credit</p> <p><i>Recommendation: 75 or higher average in Automotive Technology 3</i></p>	<p>Automotive Technology 3 and 4 students will learn advanced diagnosis and repair in the ASE area of Brakes (A5) and Electrical/Electronics (A6). The students learn general brake system diagnosis and repair. The student then learns diagnosis and repair of the hydraulic system, disc and drum brakes, anti-lock systems, wheel bearings, parking brakes and the braking system electrical components. The student learns general electrical/electronic systems diagnosis and repair. The student learns terminology, testing instruments and tools, reading wiring diagrams and schematics, soldering and wire harness repair. The student also learns diagnosis and repair of the battery, starting system, charging system, lighting system, gauges, warning devices, horns, wipers/washers, and vehicle accessories.</p>
<p>Building Construction Cluster 1 (Carpentry, Electricity, Masonry, Plumbing) 606001CD 2 credits</p> <p><i>Recommendation: 2.0 cumulative GPA and 3 teacher recommendations.</i></p>	<p>Students learn the safe use and care of power tools and machines as well as the various hand tools used in the construction industry. The course focuses primarily on the carpentry trade in the construction industry. “Hands on” experiences are used in student training as well as classroom presentations. Some preparation in mathematics will aid in a student’s progress, but any student is able to take and benefit from the course. Guest speakers are a part of classroom instruction. First year of a two-year program.</p>
<p>Building Construction Cluster 2 (Carpentry, Electricity, Masonry, Plumbing) 606101CD 2 credits</p> <p><i>Pre-Requisite: 70 or higher in Building Construction 1 and teacher recommendation.</i></p>	<p>Students continue to add to the knowledge and experience that they acquired in the first-year course. Students work on advanced projects and receive greater in-depth training in the trade areas introduced in the first year. Students are expected to be able to work more independently with less direct supervision from the instructor. Students may be recommended to participate in occupational cooperative training and/or the Skills USA competition. Guest speakers are part of the classroom instruction. Second year of a two-year program. This class meets every day all year and has limited seating.</p>
<p>Mechanical Design 1 617210CD 2 credits</p> <p><i>Recommendation: Completion of Algebra 1 & proficiency with ruler/fractions to 1/16”</i></p>	<p>This course is essential to any career field dealing with building or manufacturing where information is given with drawings. A beginning drafting student receives instruction in the following: measurements, blueprint reading, geometric constructions, multi-view drawings, pictorial drawings, freehand sketching, related math, and graphic design utilizing board drafting, AutoCAD 2D, and Autodesk INVENTOR 3D. First year of a two-year program.</p>
<p>Mechanical Design 2 617310CD 2 credits</p> <p><i>Pre-Requisite: Mechanical Design 1 & teacher recommendation</i></p>	<p>The second-year course gives the student the opportunity to make practical applications of skills learned in the first year. The course prepares students for entry into the work force immediately with understanding of rudimentary drafting skills that will make them more proficient home builders, electricians, welders, or machinists. The course will also give students who want to enter a 2 or 4 year college an advantage in the subject matter if they want to become a draftsman or engineer. AutoCAD 2D and Autodesk INVENTOR 3D will be the software utilized in this course.</p>
<p>Mechatronics 1: AC/DC Circuits/ Electrical Safety (1st Semester)</p> <p>Mechatronics 2: Mechanical Components Electric Drives/Hand</p>	<p>Mechatronics 1: (Safety standard is re-enforced in each section.) The following accountability criteria are considered essential for students in the mechatronics program of study. 1. Explain the idea of a safety culture and its importance to mechatronics. 2. Identify causes of accidents and the impact of accident costs. 3. Explain the role of OSHA in job-site safety.* 4. Explain OSHA’s General Duty Clause and 1926 CFR Subpart C. 5. Recognize hazard recognition and risk</p>

<p>and Power Tool Operations (2nd Semester) 621010CW/621110CW 1 credit per course</p> <p><i>Recommendation: 74 or higher in Algebra is recommended</i></p>	<p>assessment techniques. 6. Explain fall protection and ladder, stair, and scaffold procedures and requirements. 7. Identify struck-by hazards. 8. Demonstrate safe working procedures and requirements related to lock out-tag out procedures. 9. Identify caught-in-between hazards. 10. Demonstrate safe working procedures and requirements related to caught-in between hazards. 11. Demonstrate safe work procedures to use around electrical hazards. 12. Demonstrate the use and care of appropriate personal protective equipment (PPE). 13. Explain the importance of hazard communications (HazCom) and Safety Data Sheets (SDSs). 14. Identify other construction hazards on your job site, including hazardous material exposures, environmental elements, welding and cutting hazards, confined spaces, and fires. 15. Recognize what atoms are and how they are constructed. 16. Identify ways in which voltage can be produced. 17. Demonstrate the difference between conductors and insulators. 18. Define the units of measurement that are used to measure the properties of electricity. 19. Explain how voltage, current, and resistance are related to each other. 20. Calculate electrical quantities using Ohm's Law. 21. Calculate the amount of power used by a circuit. 22. Demonstrate understanding of capacitance and inductance in a DC circuit. 23. Construct a basic series circuit. 24. Construct a basic parallel circuit. 25. Construct a series-parallel combination circuit. 26. Calculate, using Kirchhoff's Voltage Law, the voltage drop and total current in series, parallel, and series-parallel circuits. 27. Measure the total amount of resistance in a series circuit. 28. Measure the total amount of resistance in a parallel circuit. 29. Measure the total amount of resistance in a series-parallel circuit. 30. Compare calculated and measured electrical properties.</p> <p>Mechatronics 2: The following accountability criteria are considered essential for students in the mechatronics program of study. 1. Illustrate use of basic hand and power tools (see tools and equipment list). 2. Use torque wrenches. 3. Describe the basic procedures for taking care of hand and power tools. 4. Use hand and power tools safely. 5. Demonstrate how to maintain hand and power tools properly. 6. Compare the use of threaded fasteners and non-threaded fasteners. 7. Demonstrate applications for fasteners and anchors. 8. Demonstrate use of precision measurement tools (English and metric). a. Use levels. b. Use feeler gauges. c. Use calipers. d. Use micrometers. e. Uses dial indicators. f. Use protractors. g. Use parallels and gauge blocks. h. Use precision straightedges. i. Use a standard ruler and a metric ruler to measure. 9. Evaluate the metric system and how it is important in mechatronics. 10. Use metric units of length, weight, volume, and temperature. 11. Convert English/standard to metric. 12. Demonstrate the ability to perform layout work to include the use of calipers, drills, height and depth gauges, and other measurement tools. 13. Demonstrate ability to install trouble shoot program AC/DC Drives (Allen Bradley/Siemens or appropriate companies)</p>
<p>Mechatronics 3: Electro Pneumatics and Hydraulics (1st Semester)</p> <p>Mechatronics 4: Digital Fundamentals and Programmable Controllers/ Advanced AC Circuits (2nd Semester) 621210CW/621310CW 1 credit per course</p> <p><i>Recommendation: 74 or higher in Algebra is recommended</i></p>	<p>Mechatronics 3: The following accountability criteria are considered essential for students in the mechatronics program of study. 1. Demonstrate hydraulic system safety. 2. Explain the principles of hydraulics and hydraulic fluids. 3. Identify hydraulic components (supply elements, control valves, and actuators). 4. Explain hydraulic systems (forces, speed, friction, flow, and pressure). 5. Identify types of hydraulic pumps. 6. Identify types of hydraulic motors. 7. Demonstrate pneumatic safety. 8. Calculate the physical characteristics and compressibility of gases (Pascal's law January, 2017 and Boyle's law). 9. Describe the pneumatic transmission of energy. 10. Identify types of compressors. 11. Analyze the principles of compressor operation and compressed-air treatment. 12. Construct pneumatic systems from components and symbols. 13. Demonstrate the ability to read, construct, and interpret fluid power symbols as well as fluid power diagrams. 14. Demonstrate correct installation and maintenance as well as preventive</p>

	<p>maintenance techniques for fluid power systems using service manuals. 15. Troubleshoot and repair fluid power systems using service manuals and gauges</p> <p>Mechatronics 4: The following accountability criteria are considered essential for students in the mechatronics program of study. 1. Calculate the peak and effective voltage or current values for an AC waveform. 2. Calculate the phase relationship between two AC waveforms. 3. Measure the voltage and current phase relationship in a resistive AC circuit. 4. Describe the voltage and current transients that occur in an inductive circuit. 5. Define inductive reactance. 6. Describe the voltage and current transients that occur in a capacitive circuit. 7. Define capacitive reactance. 8. Construct circuits showing the relationship between voltage and current in the following types of AC circuits: a. RL circuit b. LC circuit 9. Describe the effect that resonant frequency has on impedance and current flow in a series or parallel resonant circuit. 10. Describe how bandwidth is affected by resistance in a series or parallel resonant circuit. 11. Describe the following terms as they relate to AC circuits: a) True power b) Reactive power c) Apparent power d) Power factor 12. Describe operation of a transformer.</p>
<p>Welding Technology 1 634001CW 1 credit</p> <p><i>Recommendation: 74 or higher in Algebra, 10th or 11th grade</i></p>	<p>Welding Technology 1 is designed for students who are exploring an interest in a career within the welding industry. Students will learn basic Shielded Metal Arc Welding or (Stick Welding), Oxy-Fuel cutting applications, shop and industrial safety, hazards and how to prevent/treat them, and structural welding basics. Students will also learn about employability and personal skills necessary in the workplace. Students throughout all levels will receive training on new tools and common shop and fabrication tools used in the industry today.</p>
<p>Welding Technology 2 634110CW 1 credit</p> <p><i>Pre-Requisite: 80 or higher in Welding 1, 10th or 11th grade & teacher recommendation.</i></p>	<p>Welding Technology 2 provides students with a more advanced knowledge of Shielded Metal Arc Welding (Stick Welding). Students will begin to take the knowledge they have and are learning and apply them to projects and more advanced welding positions and joints. Students will continue to build on their safety awareness and knowledge. Students will also be introduced to shop math. This includes addition, subtraction, multiplication, division and fractions. Reading a tape measure will become an added skill.</p>
<p>Welding Technology 3 6344210CW 1 credit</p> <p><i>Pre-Requisite: 80 or higher in Welding 1, 11th or 12th grade & teacher recommendation.</i></p>	<p>Welding Technology 3 provides students with knowledge of structural welding processes such as G.M.A.W (MIG Welding), F.C.A.W (Flux Core Welding), and G.T.W.A (TIG Welding). These advanced welding techniques are built off of skills learned in welding technology 1 and in welding technology 2. Students will be introduced to Blueprint reading and Welding symbols.</p>
<p>Welding Technology 4 634310CW 1 credit</p> <p><i>Pre-Requisite: 80 or higher in Welding 1, 11th or 12th grade & teacher recommendation.</i></p>	<p>Welding Technology 4 is designed to engage students in more advanced welding techniques that they have learned in the previous three levels. This will include but is not limited to, open root V-groove plate, V-groove plate with backing strips, and structural code welds. Students will also undergo and learn about different types of weld tests. Students will have the opportunity to test to earn AWS and OSHA certifications.</p>

MARKETING EDUCATION

The Marketing cluster includes courses and/or programs related to planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion. There are thousands of challenging educational and training opportunities within the high-skilled world of Marketing. Learners need a solid background in communication, math, and technical skills. Education and training can be obtained in high school, technical colleges, and four year colleges and universities. Learners participate in relevant education opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing, and internships. According to the latest statistics, there are 16 million jobs in sales and related occupations. Advertising, marketing, promotions, public relations, and sales managers hold more than

700,000 jobs. Employment opportunities for retail salespeople are expected to be good. Individuals with a college degree and/or computer skills will be sought for managerial positions in sales, logistics, management information systems, marketing, and e-marketing. A background in marketing will provide transferable skills and knowledge for other fields of study as well.

Course & Code	Description
Marketing 542102CW 1 credit	The Marketing course introduces students to the world of marketing. Students will learn about marketing fundamentals, economics, and the Marketing functions of price planning and strategies, promotion, selling, and product distribution. Creativity, problem-solving, research, teamwork, communication, and critical thinking skills are stressed. A coherent, comprehensive marketing plan will be the cumulative project which will demonstrate skills marketing students learned in the course. This is the fundamental course in all the Marketing programs and should be taken before specialized marketing courses.
Advertising 547002CW 1 credit <i>Prerequisite: 75 average in Marketing</i>	This course is designed to introduce the concepts of advertising and planning strategies, communication skills, and career development. Advertising content includes media selection, design, and the preparation of ads for various media.
Sports Entertainment Marketing 542501CW 1 credit	The Sports and Entertainment Marketing course is for students who are interested in marketing careers found in the various areas of the sports and entertainment industry. Marketing theory and practice are emphasized and incorporated into present-day scenarios. Major topics include the use of technology, promotion, customer relations, selling, and marketing plans.
Entrepreneurship 540010CW 1 credit	This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology.
Cyber Security Fundamentals 537010CD 2 credits <i>Recommendation: 77 in Algebra 1; meets every day all year.</i>	In Cyber Security Fundamentals, the students will be introduced to computer technology, including PC hardware, maintenance, operating systems, and troubleshooting; an introduction to network technology including network architecture, network maintenance, and troubleshooting; and an overall introduction to cyber security fundamentals such as terminology, types of attacks and defenses, maintenance, and troubleshooting.
Advanced Cyber Security 537210CD 2 credits <i>Pre-Requisite: 80 in Cyber Security Fundamentals & teacher recommendation; meets every day all year.</i>	In Advanced Cyber Security, the student will continue adding knowledge from Cyber Security Fundamentals and will dive deeper into preparing to defend from attacks, recognizing an attack, and mitigating the loss of an attack. This will be applied to both small and large scale entities. Emphasis will be based on post-secondary training and exam certification.

AGRICULTURAL EDUCATION

Agriculture is a major part of everyone's life every day. Forty-five percent of all careers are directly or indirectly related to agriculture. There are a large variety of agricultural job positions. You can work indoors on computers, on the road selling products and visiting customers, or in the woods, spending time studying wildlife. The agricultural courses can be very beneficial to you. There are awards and leadership positions, college scholarships, and many friends to be attained through the agriculture courses and the FFA. Everyone in each agriculture course is expected to participate as much as possible in FFA activities, which include contests, district meetings, cookouts, state and national conventions, leadership workshops and camps, and visits to the State Capitol just to name a few.

Course & Code	Description
Agriculture Mechanics & Technology 566010CW	The Agriculture Mechanics Course provides development of general mechanical skills which are required in all areas of Agricultural Education. Typical

<p>1 credit</p>	<p>instructional activities include hands-on experiences in woodworking; metal working; welding; small engine repair; basic farm and homestead improvements; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities. <i>SAMPLE JOBS: Welder, Ag Engineer, Machinists, Sales and Service, GPS Technician, Equipment Parts Manager</i></p>
<p>Agriculture Power Mechanics 561010CW 1 credit</p>	<p>The Agricultural Power Equipment course is designed to qualify the student for job entry into farm, business, or industrial phases of agricultural mechanics or to continue advanced training in post high school education. Students interested in entry-level positions in selling, selecting, and servicing agribusiness technical equipment and facilities, including computers, specialized software, power units, machinery equipment, structures and utilities should consider this course. Typical instructional activities include hands-on experiences with gas/ diesel engine basic part and maintenance; safety around power equipment and electricity; use of fluids and calibration skills needed in agriculture; participating in personal and community leadership development activities; planning and participating in FFA activities. <i>SAMPLE JOBS: Remote Sensing Specialist, Ag Engineer, Heavy Equipment Operator, Machinists, Sales and Service, GPS Technician, Equipment Parts Manager</i> <i>*Prerequisite: Student must have completed or currently enrolled in Agricultural Mechanics OR Equipment Operation and Maintenance**</i></p>
<p>Agriculture Science 562401CW 1 credit</p>	<p>The Agricultural Science course is designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society. Basic personal and community leadership, basic plant and animal production, and equipment safety are covered in this course. Each student is expected to design and participate in a supervised agricultural experience. A greenhouse crop and garden crop are both important projects to this course for hands-on learning. <i>*** This course is a great introductory course for all of the other agricultural courses with basics in growing plants, caring for animals, soils, and the FFA.</i></p>
<p>Animal Science 560301CW 1 credit</p>	<p>The Animal Science course is designed to provide an overview of the animal science industry. It provides information on the biological make-up of various species of agricultural livestock. It also provides students with information on animal behavior that would be beneficial before embarking on a career in Animal Science. This course is a good 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 school-to-work transition experience; and participating in FFA activities. <i>SAMPLE JOBS: Food scientist/ inspector, farmer/ rancher, veterinarian, animal breeder, geneticist, animal scientist, veterinary technician, education and extension specialist</i></p>
<p>Aquaculture 566301CW 1 credit</p>	<p>The Aquaculture course is designed to teach knowledge and skills required for job entry into alternative agriculture through the husbandry of aquatic plants and animals. The ultimate objective of this course is to help students plan, build, stock, and run aquaculture facilities of varied sizes. Aquaculture projects require planning and management comparable to any other commercial endeavor. Typical learning activities include selecting a site, evaluating soil types, selecting equipment and planning a facility, managing water quality to promote good health and growth of</p>

	<p>selected aquatic species, participating in FFA personal and leadership development activities, and planning and conducting a supervised occupational experience program relevant to aquaculture. <i>SAMPLE JOBS: Farmer, Animal nutritionist, aquaculturalist, veterinarian, education and extension specialist, soil and water conservationist, biologist, food scientist, food inspector, marine biologist</i></p>
<p>Equipment Operations & Maintenance 562110CW 1 credit</p>	<p>This course is designed to teach students how to operate and maintain equipment commonly used in the agricultural industry. Typical instructional activities include hands-on experiences with agricultural power units such as tractors, power yardwork tools, atv's, etc; safety, operation, and maintenance of power tools as well as other common tools used in the agricultural setting; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities. <i>SAMPLE JOBS: Logging, Park Ranger/ DNR Officer, Farmer/Rancher, Engineer, Ag Educator, Equipment Maintenance/ Sales/ Service/ Parts Technician or Manager, Landscaper</i></p>
<p>Forestry 564202CW 1 credit</p>	<p>The Forestry course is designed to teach technical knowledge and skills for entry-level positions in the production, protection, and management of timber and specialty forest resources. Typical instructional activities include hands-on experiences with assessing environmental factors affecting forest growth; cruising timber; planting trees; managing an established forest; selecting, grading and marketing forest raw materials for converting into a variety of consumer goods; harvesting timber or pulpwood; operating and maintaining equipment; managing forests for multiple purpose uses such as game preserves and recreation; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities. Forestry remains SC's #1 industry! <i>SAMPLE JOBS: farmer/ rancher, soil and water conservationist, hunting guide, plantation manager, biologist, game warden, park ranger, forester, logger</i></p>
<p>Introduction to Horticulture 565010CW 1 credit</p>	<p>The Introduction to Horticulture course is designed to introduce students to various plant growth methods and strategies for pest control and reproduction. Hands-on activities to learn plant anatomy, species, and their uses are used. Examples of activities are propagating, growing, establishing, and maintaining nursery plants and greenhouse crops; tissue culture techniques; designing landscapes; preparing designs; sales analysis and management; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities. <i>SAMPLE JOBS: Garden Center or Greenhouse Manager, Plant Breeder, Golf Course Superintendent, Farmer, Ag Teacher, Landscape Designer</i></p>
<p>Introduction to Veterinary Science 561301CW 1 credit</p>	<p>In this advanced animal science course, students will explore the field of veterinary medicine. Students will study the role of a veterinarian and veterinary technician in the diagnosis and treatment of animal diseases. Topics to be discussed include: veterinary terminology, anatomy and physiology, pathology, genetics, handling and restraint, and physical examinations along with common surgical skills. Students will engage in a variety of laboratory activities and will participate in shadowing and/or other school-to-work experiences PREREQUISITE – <i>Must have completed or be currently enrolled in Biology or Anatomy class</i> <i>SAMPLE JOBS: veterinarian, vet. Technician, animal trainer/ breeder, food scientist, lab research, radiologist/ x-ray technician, reproductive specialist, animal groomer, farmer/ rancher, pet care specialist</i></p>
<p>Wildlife 567402CW 1 credit</p>	<p>The Wildlife Science course is designed to teach technical knowledge and skills for entry-level positions in the conservation and/or management of wildlife enterprises. Typical instructional activities include hands-on experiences with analyzing</p>

	<p>problems and developing site plans including the essential elements, concepts, and skills related to wildlife management; understanding basic ecological concepts; implementing habitat management practices; identifying wildlife and fish species; analyzing policies, laws and regulations, and using natural resources for outdoor recreation; participation in personal and community leadership development activities and planning and implementing a relevant supervised agricultural experience; and participating in FFA activities. <i>SAMPLE JOBS: farmer/ rancher, soil and water conservationist, hunting guide, plantation manager, biologist, game warden, park ranger, forester</i></p>
<p>Agribusiness 560010CW 1 credit</p>	<p>The course in Agricultural Business Management is designed for the student who plans to seek employment on, manage, or own a farm; or seek employment in an agribusiness field. Students will be involved in learning activities that generally prepare him/her to apply the economic and business principles involved in the organization, operation, and management of the farm, ranch, or agribusiness. Typical instructional activities include hands-on experiences with applying modern economic and business principles involved in the organization, operation, and management of agricultural businesses including the production and marketing of agricultural products and services; applying computer application models; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities. <i>SAMPLE JOBS: Agricultural Marketing, Ag Loan Officer, USDA or NRCS program manager, Farm Co-op Business Manager, Farm manager</i></p>
<p>Agriculture Work Study 569905CW or 569906CD 1 or 2 credits</p> <p><i>Recommendation: Must be a 2nd or 3rd year student who has completed at least 2 Agriculture courses with a 90 or higher, teacher recommendation, and completed School-to-Work paperwork prior to August. Students must be self-motivated and responsible.</i></p>	<p>Work study credits are designed for a 2nd or 3rd year agricultural student to obtain hands-on learning at an off-campus site related to their desired field of agriculture. Some examples of work-sites include, but are not limited to – veterinary office, animal shelter, feed and seed store, row crop farm, irrigation company, poultry farm, hunting plantation, deer processor, etc. This opportunity is reserved for students who have proven their daily attendance and work ethic during their previous agricultural courses. Application is required for this course and must be approved by Mrs. Sandifer. <i>SAMPLE LOCATIONS: poultry, row crop, cattle farms, veterinarian office, feed and seed store, parts store, town hall/ recreation dept., grocery store, restaurant, animal shelter, Edisto Research Center</i></p>



“There are no SECRETS to success. It is the result of PREPARATION!”

10 Point Grading Scale
QUALITY POINTS TO DETERMINE RANK IN CLASS
****GPA SCALE BEGINNING WITH THE 2016-2017 SCHOOL YEAR****

Numerical Average	Letter Grade	College Prep	Honors	Advanced Placement/ IB/Dual Credit
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

South Carolina Uniform Grading Scale	
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 – 0	F

While every effort has been made to ensure the accuracy of this career plan book, changes in policy and/or plans may require adjustments in content. The courses, descriptions and policies contained herein are correct and aligned with the governing body of Barnwell School District 45. However, our policy is one of continuous improvement and we reserve the right to update our policies at any time without written notice and without incurring obligation. Students remain responsible for updates and changes in policy.