

# **Landrum High School Grades 10-12**

**2011-2012  
Course Description Guide**



**LANDRUM HIGH SCHOOL  
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# **LANDRUM HIGH SCHOOL MISSION STATEMENT**

*Learning Today...*

*Leading Tomorrow.*

## **LANDRUM HIGH SCHOOL GOALS**

Students at Landrum High School will become independent and lifelong learners with the desire, ability, and skills to learn new information and solve new problems.

Students at Landrum High School will be able to adapt and adjust to new and different situations within a highly technical and global society.

Students at Landrum High School will be proficient in the core academic areas and will perform and participate to the highest level of their ability.

Students at Landrum High School will be active participants in their school and community by displaying good discipline, positive attitudes, good citizenship and involvement in the school and community.

## GUIDANCE SERVICES

Career Exploration  
College Information  
Registration forms (SAT and ACT)  
Student Records  
Career Assessment  
IGP (Individual Graduation Plan)

Military Information  
Vocational/Technical Information  
Scholarship Information  
Financial Aid Information  
Employment Information

## THE PURPOSE OF THE GUIDE

The purpose of this guide is to help students and their parents make the best decisions concerning course selections for the coming year. Each course description contains the following information: course name, grade level, units, prerequisites, and a brief description of the course. A student's choice of courses should include both required courses for graduation and elective courses that relate to career choice or to personal interests. The Education and Economic Development Act of 2005 requires students in elementary grades to be introduced to a variety of professions. In the junior high grades, interest inventories are administered to help students narrow their career focus. High school students will develop an Individual Graduation Plan (IGP) and will be counseled individually as to the opportunities available within their career clusters and the course requirements needed to enter their chosen fields or to help them seek employment. **Planning is the key to a successful education.** It is the responsibility of the student and his/her parents to see that the requirements for the South Carolina diploma are met. The guidance counselor is available to answer questions and provide information.

## COURSE DESCRIPTION GUIDE INTRODUCTION

The courses offered at Landrum High School prepare our graduates for successful post secondary experiences. Receiving a high school diploma is the minimum requirement for the increasingly complex world of work. Students who complete a course of study at Swofford Career Center may be placed on a job immediately upon graduation; however, most other career choices require training beyond high school in technical school or college. Therefore, it is imperative that students not only meet basic graduation requirements, but also explore and develop their academic potential with the future in mind. This guide has been prepared to help students and their parents make the best decisions concerning course selection for the coming year. All students are encouraged to select courses beyond the basic requirements. Students should read the guide thoroughly in order to find courses that are appropriate, challenging, and interesting.

**S. C. Uniform Grading System**  
**Grade Point Conversion Table**

<b>Average</b>	<b>Grade</b>	<b>College Prep/ Tech Prep</b>	<b>Honors</b>	<b>Advanced Placement/ International Baccalaureate</b>
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	.875	1.375	1.875
67	F	.750	1.250	1.750
66	F	.625	1.125	1.625
65	F	.500	1.000	1.500
64	F	.375	.875	1.375
63	F	.250	.750	1.250
62	F	.125	.625	1.125
0-61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
--	WP	0.000	0.000	0.000

## Schedule for Success

### 9<sup>th</sup> Grade

- ❖ Define a study time at home.
- ❖ Ask for help when needed.
- ❖ Maintain regular attendance.
- ❖ Work to your academic potential. The grades you earn in the 9<sup>th</sup> grade will be included in your final GPA and class rank. This is important for college admission and scholarship.
- ❖ Participate in extracurricular school and non-school activities.
- ❖ Explore your interests and related careers based on the career cluster chosen in the 8<sup>th</sup> grade.
- ❖ Make a preliminary list of colleges that might interest you and discuss college expenses with your parents.
- ❖ Be aware of high school graduation requirements.
- ❖ Determine requirements for specific careers in which you are interested.

### 10<sup>th</sup> Grade

- ❖ Maintain good study habits.
- ❖ Order your high school ring.
- ❖ Review your course selections to determine if they match your post-secondary plans.
- ❖ Students are required to take the PSAT/NMSQT in October.
- ❖ Take the PLAN (Pre-ACT) assessment program in the fall.
- ❖ Take the HSAP test in the spring. This test must be passed to receive a high school diploma.
- ❖ Explore and discuss career and post-secondary educational options.
- ❖ Continue to assess your strengths, weaknesses, goals, and favorite subjects. Explore careers relative to your interest/abilities.
- ❖ Choose a major from your chosen career cluster.
- ❖ When registering for junior year classes, consider taking courses at Swofford Career Center.

### 11<sup>th</sup> Grade

- ❖ Maintain good study habits.
- ❖ Decide on career objectives.
- ❖ Continue to monitor academic progress.
- ❖ Ensure you are taking course requirements for college admission if planning to attend a 4-year college.
- ❖ Research and visit colleges that interest you.
- ❖ Take ASVAB test to correlate interests and aptitudes with career opportunities.
- ❖ Continue to participate in extracurricular and volunteer activities to enhance chances for scholarships.
- ❖ Collect information about college application procedures, entrance requirements, and scholarships.
- ❖ Register to take SAT/ACT by spring of your junior year if you have followed a college prep curriculum and plan to attend a 4-year college.
- ❖ Attend Financial Aid workshop in January to get an overview of the financial aid process.

### 12<sup>th</sup> Grade

- ❖ Maintain good study habits.
- ❖ Pay all senior fees.
- ❖ Make sure you have the courses necessary for high school graduation.
- ❖ If your plans are to attend a 2-year or Technical College:
  - Pick up application in the guidance office or apply on-line.
  - Bring completed application to counselors
  - Schedule visit to college to learn more about its program of study and take ASSET or Compass (placement) test.
  - Reminder: Students who finish with an 8 semester GPA of 3.0 (B average) will receive a Life Scholarship to SC Technical Schools.
- ❖ If your plans are to attend a 4-year college:
  - Pick up application in the guidance office or apply on-line.
  - Bring completed application to the counselor by Thanksgiving
  - Allow counselor 3 working days to process application.
  - Retake ACT/SAT in September or October.
  - Reminder: Students who meet 2 of 3 of the following criteria qualify for a Life Scholarship: 1) earn a 3.0 GPA after 8 semesters 2) score 1100 on SAT or 24 on ACT 3) graduate in the top 30% of the graduating class.
- ❖ Attend Financial Aid Workshop and complete FAFSA as soon after January 1 as possible.
- ❖ Research scholarship information.

**Clusters of Study and Their Major Fields**  
**at Landrum High School**

Cluster of Study:	Major:
Agriculture, Food and Natural Resources	Horticulture
Architecture and Construction	Building Construction Electricity
Arts, A/V Technology & Communications	Art Commercial Graphics Journalism Performing Arts Video Production
Business, Marketing, and Administration	Business Management
Education and Training	Education Foreign Language
Health Science	Health Science Technology Nursing Pre-Med
Human Services	Cosmetology
Information Technology	Computer Systems Technology Interactive Media
Law, Public Safety, and Security	Legal Services Protective Services
Manufacturing	Machine Tool Technology Welding
Science, Technology, Engineering, and Mathematics	Engineering Drafting & Design Math Science
Transportation, Distribution, and Logistics	Auto Collision Auto Mechanics

## POLICY FOR SCHEDULE CHANGE

All rising ninth through twelfth grade students are individually counseled in registration matters. Teachers' signatures are required for subject placement in core courses. Parents' signatures are required on registration forms. Teacher assignments and master schedules are made based on the data accumulated during this registration period. Changes made to a student's schedule after June 5<sup>th</sup> may be difficult or often impossible. If a student decides to change his/her career major, changes in electives may not be possible until the following year. Therefore, all requests for schedule changes must be completed before June 5<sup>th</sup> with these exceptions;

- For seniors to meet graduation requirements.
- For changes the principal determines are necessary.
- Students will not be allowed to drop courses after they begin because they would not be able to enter another class and receive credit because of missed hours.

To meet the South Carolina high school diploma requirements and the individual needs of the students, different level courses are offered at each grade level in most subjects. Several dual credit courses are offered at USC-Upstate and Spartanburg Community College. These courses may earn one high school credit and 3 hours college credit. **Advanced Placement** courses are recommended for the exceptionally talented college-bound students who have demonstrated a previous record of excellence in the subject area. These courses are designed for the College Board Advanced Placement exam through which they may earn college credit. **Honors** courses are recommended for students of above average ability who are planning to go to college and who can succeed in a rigorous and quick-paced academic course. **College Prep** courses are recommended for those students who are planning to go to a 4-year college, to a technical school, or to the work force directly after graduation.

Students will be responsible for completing a course once they have enrolled in that class. After the date for schedule changes has passed, any schedule changes will be closely monitored and discouraged. Students and parents need to remember that the master schedule for the year is based on the students' requests during the spring registration process. Courses are offered and teachers are scheduled based on those requests; therefore, changes after a student is scheduled are very difficult and often impossible. Every attempt will be made to schedule all course requests when the course prerequisites have been met; however, if a student originally requested a course during registration and later wants to change that course, the request for a change may not be honored. It may not be possible to fulfill certain course requests when there is an insufficient enrollment in the course or when two or more requests have the same meeting time.

Course registration and student advisement begins the 3<sup>rd</sup> week in January. During advisement our guidance counselors will review the student's transcript, Individual Graduation Plan (IGP), appropriate tests, and the courses selected by the student and his/her parents. Two alternate courses must be selected. Students and parents should use good judgment when selecting alternate courses for they may be scheduled if other selected courses cannot be scheduled. Beginning in February, rising 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders will be called to the guidance office to review and, if necessary, revise their course requests for the next year. Rising 9<sup>th</sup> graders and their parents will be scheduled for advisement through the middle school guidance department.

## **MINIMUM COURSE LOAD**

All students are required by state regulations to take at least 3 credit-bearing courses during any semester. At Landrum High School, freshmen, sophomores, and juniors are required to take four courses each semester. Seniors are required to take three courses each semester or two Landrum High courses and at least one college-bearing course each semester.

## **ATHLETIC ACADEMIC ELIGIBILITY**

To participate in interscholastic activities, students must meet the following eligibility criteria:

### **First Semester Eligibility:**

Pass 5 or more units in the previous year with an overall passing average of 70. Three of the five courses must be passed in the second semester. No more than 2 summer school courses can be used. The South Carolina Uniform grading system will be used to determine overall averages.

### **Second Semester Eligibility:**

If eligible for first semester, the student must also pass 2 or more units in the Fall Semester. If ineligible first semester, the student must pass 2 ½ or more units in the Fall Semester and must have an overall passing average of 70. The South Carolina Uniform grading system will be used to determine overall averages.

### **NCAA Requirements:**

Students wishing to play Division I or Division II collegiate sports must apply online to the NCAA Clearinghouse. Eligibility for collegiate sports requires 14 core course credits for Division II and 16 for Division I. The breakdown of core course credits may be checked online. The minimum grade point average for eligibility is 2.000 and the minimum SAT score is 820. The SAT combined score is based on the Verbal and Math sections only. For more information regarding eligibility, please visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Click on the “Student-athletes and Parents” or you may call NCAA toll-free at 877-262-1492.

## **GRADE PLACEMENT POLICY**

All students entering high school for the first time and those who have been in the high school for one year but who have not met the requirements needed to be placed in a tenth grade homeroom will be classified as ninth graders. Grade classifications will be re-evaluated after the fall semester, and eligible students will be placed in an appropriate homeroom.

### **DISTRICT GRADE CLASSIFICATION AND HOMEROOM ASSIGNMENT POLICY**

<b>Freshman</b>	Promotion from 8 <sup>th</sup> grade
<b>Sophomore</b>	<ul style="list-style-type: none"><li>• Completed one year of high school and</li><li>• Earned five units of credit including the following: One credit of English One credit of mathematics Two units of credit from the following areas: science, social studies, physical education or ROTC</li></ul>
<b>Junior</b>	<ul style="list-style-type: none"><li>• Completed two years of high school and</li><li>• Earned twelve units of credit including all of the following: Two units of English Two units of Mathematics One unit of Science One unit of Social Studies One unit of Physical Education or ROTC</li></ul>
<b>Seniors</b>	<ul style="list-style-type: none"><li>• Completed three years of high school and</li><li>• Earned a minimum of sixteen units of credit and</li><li>• Be able to complete all units needed for graduation by the end of second semester</li><li>• See Board Policy IHF for requirements for early graduation.</li></ul>

All disabled students as defined by law and regulation shall be subject to the provisions of these promotion criteria unless the student's individual education plan (IEP) defines alternative goals and promotion standards.

## State of South Carolina Scholarship Programs

TYPE OF SCHOLARSHIP	CRITERIA	AWARD	APPLICATION
SC HOPE Scholarship	3.0 cumulative GPA on UGS	Up to \$2,650 (includes \$150 book allowance) for the first year of college towards the cost of attendance.	No application is required. Awarded by institutional financial aid office.
LIFE Scholarship	<p><u>4-Year</u>  <b>Must meet 2 of 3 criteria</b></p> <ol style="list-style-type: none"> <li>1. 3.0 GPA on UGS;</li> <li>2. 1100 SAT or 24 ACT;</li> <li>3. Top 30% of graduating class.</li> </ol> <p><u>2-Year/Technical</u>            Must earn 3.0 cumulative grade point average on UGS upon H.S. graduation.</p>	<p><u>4-Year</u>            Up to \$5,000 (Includes \$300 book allowance) per academic year towards the cost of attendance. Math/Science majors may get additional \$2500 starting sophomore year.</p> <p><u>2-Year/Technical</u>            Up to the cost of tuition (plus a \$300 book allowance) per academic year towards the cost of attendance.</p>	No application is required. Awarded by institutional financial aid office.
Palmetto Fellows Scholarship	3.5 GPA on UGS at the end of the junior year; 1200 SAT/27 ACT; <b>and</b> top 6% of sophomore or junior class or earn 4.0 GPA on UGS, 1400 SAT/32 ACT	Up to \$6,700 for freshman year; up to \$7500 per academic year for sophomore, junior, and senior years towards the cost of attendance. Math/Science majors may get additional \$2500 starting sophomore year.	Commission on Higher Education will send application materials to all high schools in the fall. Applications must be submitted to the Commission by <b>December 15</b> for the first round and <b>June 15</b> for the second round.
Lottery Tuition Assistance	SC resident; enroll in at least 6 credit hours; and be a degree-seeking student.	Exact award amount is based upon the number of eligible recipients and available funding each academic year.	Must complete the Free Application for Federal Student Aid Form each academic year.
SC Need-Based Grant	SC resident; enroll in at least 6 credit hours; and be a degree-seeking student.	Up to \$2,500 if full-time and up to \$1,500 if part time per academic year towards the cost of attendance.	Must complete the Free Application for Federal Student Aid Form each academic year.

To receive and maintain any of the state awards mentioned above, the student must not have been convicted of any felony or any alcohol or drug related misdemeanors. No application is necessary for these! College financial aid offices handle awards, but students are encouraged to check with their high school guidance counselors before they graduate to record their current GPAs and class ranks. For more information on State Scholarships in South Carolina, visit [www.che.sc.gov](http://www.che.sc.gov)

## **IMPORTANT NOTES**

- ❖ You will meet with your guidance counselor for advice on taking the SAT, ACT, Asset, Compass, or a combination of the tests.
- ❖ The SAT/ACT score is not required for students attending two-year or technical colleges.
- ❖ It is permissible to select an SAT verbal score and math score from different test administrations.
- ❖ SAT/ACT scores will be accepted through the June test date of the high school graduation year for all of the state scholarship programs. Application deadlines for Palmetto Fellows are December 15 and June 15.
- ❖ The state scholarship qualifying GPA will be calculated on the State Uniform Grading Scale upon graduation.
- ❖ To learn more about the state scholarship programs and other guidance-related information, access the Landrum guidance website at [www.spartanburg1.k12.sc.us/lhs](http://www.spartanburg1.k12.sc.us/lhs).

**Please be aware that the information provided on the South Carolina State Scholarship Programs is subject to change.**

## **COURSE PREREQUISITES**

Except under special circumstances, students must meet all prerequisites as outlined in this course description guide before enrolling in any course. The principal must approve requests for special consideration. With the opportunity to earn 32 units of credit in four years, students are able to repeat a failed course the next year if repeating the course does not overload classes. The failed course must be completed before the next higher-level course can be taken. For example, a student who failed English I would take English I first semester on block schedule. After English I is successfully completed, the student may enroll in English II second semester as space permits. Another option for completing failed courses is summer school or credit recovery.

## **TEACHER RECOMMENDATION**

Teacher recommendations for the placement of students in classes are based on the academic abilities, demonstrated attitudes, and work ethics of each individual student. The teacher may consider the student's grade in the course, standardized test scores, and/or potential for academic success. See the "Points to Consider" section in this guide for further information.

## **DUAL COLLEGE ENROLLMENT**

Students enrolled in Spartanburg School District One have the opportunity to enroll in dual credit courses. In order to participate, students may take for dual credit only those courses that are applicable to baccalaureate or associate degrees in art or science offered by institutions that are accredited by the Southern Association of Colleges and Schools. Students must meet all entry requirements, be a junior or senior, and have prior approval from the Principal and the Superintendent (or designee). Students are responsible for any tuition, fees, supplies, and textbook cost associated with enrollment of these courses. Students are also responsible for transportation to/from the college/university. It is the responsibility of the student/parent to have grades from dual credit classes sent to the high school.

**Prerequisites: College application form completed and returned to Guidance Department and passes any entrance test administered by the individual colleges or tech school.**

Juniors and Seniors will be permitted to attend North Greenville University, Spartanburg Community College, Greenville Tech, Converse, Wofford, USC-Upstate or Spartanburg Methodist for up to two periods a day and receive college credit there as long as they are able to complete all requirements for high school graduation at the home school.

**Note:** At the end of the course, students are responsible for ensuring that college transcripts containing final course grades are sent to Landrum High. **Cost:** Tuition, cost of books, and the enrolling student will pay any applicable fees.

## **CREDIT RECOVERY**

Credit recovery is offered to students at Spartanburg School District One who have not received credit for the class after at least two times or who have not passed several classes and it is impossible to acquire 24 credits to graduate on time. If it is possible, students are scheduled to repeat classes that they have not passed. Credit recovery is offered as a last resort since students are more successful repeating the class. During the Individual Graduation Plan conference with the student and parents, procedures will be discussed if credit recovery is needed for the student to graduate from high school on time. Students who complete credit recovery classes will receive a grade of 70.

## **COURSE REQUIREMENTS FOR COLLEGE ADMISSION**

In order to comply with the Education Improvement Act of 2002, all secondary schools (with the exception of vocational schools and secondary schools whose enrollment is entirely handicapped) shall offer a clearly defined college preparatory program as specified by the State Board of Education.

All public senior colleges and universities in South Carolina require that applicants for freshman admission complete certain courses in high school before they will be admitted. If you plan to attend college, but not necessarily a state supported institution, **you must check with the college of your choice concerning admissions requirements.** College catalogues are available in the Guidance Department, and your counselor can help you find information on careers, colleges and technical schools, and job opportunities. Students may check careers, job opportunities, and college and technical school requirements online.

## COLLEGE ADMISSION REQUIREMENTS

Area	Units	Description
English	4	English I, II, III, IV
Mathematics	4	Algebra I & II; geometry; probability/statistics or Pre-Calculus
Lab Science	3	Two units must be taken in two different fields such as biology, chemistry, or physics. Excludes physical science
Foreign Language	2-3	Two units of the same foreign language. A third is strongly recommended – required by some colleges.
Social Science	3	At least two must be U. S. History and Economics and Government.
Physical Education or ROTC	1	
Academic Electives	1-3	You may select from computer science, English, fine arts, humanities, math (above Algebra II), social science, foreign language, and other college preparatory courses.
Fine Arts	1	

## SOUTH CAROLINA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

- Beginning with the Class of 2006, students must pass all sections of the HSAP Exit Exam.

**AND**

- Meet the following requirements:

English/Language Arts ..... 4 units  
 Math ..... 4 units  
 Science ..... 3 units  
 U. S. History ..... 1 unit  
 Economics ..... ½ unit  
 Government ..... ½ unit  
 Social Studies ..... 1 unit  
 Phy. Ed/Health or ROTC ..... 1 unit  
 Electives ..... 7 units  
 Computer Science ..... 1 unit  
 Foreign Language OR  
 Additional Vocational Course ..... 1 unit  
**Total.....24 units**

## **GRADUATION EXERCISES**

While participating in graduation exercises is an optional activity, it is one that is traditionally desired by the majority of seniors as the highlight of their high school careers. Since graduation marks the end of a student's tenure in high school, the school requires that all requirements for a diploma/certificate be complete before the day of graduation.

## **EARLY GRADUATION POLICY**

Students in District One may graduate in three years provided that their program is properly planned and they have received the permission of the principal. Students desiring to graduate early with a State High School Diploma may take junior English during summer school provided they have an overall academic GPA of 3.00 or higher. Students must make application for early graduation no later than April 1 of their sophomore year, and written permission must be obtained from the parent following a conference with the Guidance Department. Students must also have the recommendations of their teachers and principal to graduate early. Students graduating in three years will be ineligible to serve as valedictorian, salutatorian or honor graduate of the graduating class.

## **POINTS TO CONSIDER**

- If you or your parents disagree with a teacher-recommended level class, you should first consult the guidelines for that level course. Guidelines are provided in this book. Then, you should schedule an appointment with the teacher. If you still feel you would like a different level from the one recommended, then you should schedule an appointment with the school counselor.
- **Always take the highest-level course you are capable of handling successfully.** Establish goals for yourself. Explore areas of personal interest as well as plan for your future.
- Take as many math and science courses as you can possibly schedule. They will provide a solid foundation for many of the professions in your future. Math and science courses are a must if you are preparing for technical and health programs. They are also essential for good scores on PSAT/ SAT/ ACT/ ASSET college entrance exams.
- You should take career and technology courses at the high school or Swofford Career Center campus whenever possible, especially if you plan to enter a technical college program, the military, or the workplace after high school.
- Preparation for college or technical school entrance exams should be considered.
- The Guidance Counselor will advise students regarding SAT/ ACT/ ASSET based on their program of studies.
- You **must** take one **computer course**.

## **SPECIAL SERVICES**

Landrum High School offers a variety of programs for special needs students designed to meet the needs of the students in degree and non-degree programs. Students are served in a resource classroom one or two periods a day based on their Individual Education Plan (IEP). Landrum also has a non-degree program that does not provide credit for graduation for EMH, and LD students. The degree of mainstreaming for these students is based on a student's Individual Education Plan. Additionally, students with special needs have the opportunity to pursue a Spartanburg District One Occupational Diploma. The selection of the Spartanburg District One Occupational Diploma program of study must be made in the student's ninth or tenth grade year or prior to the student's sixteenth birthday. Participation in the Occupational Diploma Program will be determined at the annual IEP review meeting.

### **NOTIFICATION OF COMPLIANCE WITH TITLE IX OF THE EDUCATION AMMENDMENTS OF 1972**

Spartanburg District One is an equal opportunity employer and provides equal access to educational programs for all students regardless of race, sex, national origin, or handicapping condition. Inquiries concerning application of the Title IX or complaints alleging noncompliance should be directed to the Director of Special Services, Spartanburg District One, 121 Wheeler Road Campobello, SC 29322.

### **Program Descriptions Overview**

Every student must follow a college preparatory, honors, or dual preparatory program of studies in high school. Students may switch between paths through grade 11. The path cannot be changed once the 12<sup>th</sup> grade begins.

Advanced Courses are listed as H (Honors) or AP (Advanced Placement); all other courses are considered college preparatory level courses. Consider this when planning and choosing courses for your program of studies in high school.

**College Prep Courses (CP)** --These courses are designed for the students who are planning to enter a four- year college, technical college, 2-year college, the military, or the work force directly out of high school. The courses will require an in depth study of subject material, independent study of related subject matter, and projects designed to strengthen the knowledge of the subject.

**Honors Courses**-- Most of these courses lead to an Advanced Placement level course. To participate, students should meet the honors course prerequisite. These courses are academically challenging and require independent study. Students taking these courses are considered on the pre-AP level and will be encouraged to take the AP level course. Assignments during the summer are common. After-school, evening, and Saturday study sessions may be necessary. See the Uniform Grading Table in this guide for additional weighting that Honors courses carry.

**Advanced Placement Courses (AP)** – These courses include all requirements of Honor Courses. The College Board sets the curriculum and pacing. While the courses are very demanding, the rewards are great. It is possible to receive college credit for these classes resulting in fewer semesters of college work. It is possible to enter college as a 2<sup>nd</sup> semester freshman or as a sophomore. AP courses are built around student requests. For that reason, when a student signs up for an AP class, he/she is expected to complete the course. Dropping an AP course is discouraged and may be impossible due to the class enrollment. See the Uniform Grading Table for additional weighting that AP courses carry.

**Dual Credit Courses** – These courses have no designator and count as high school and college credit.

### **Guidelines for Transferring from a CP to an Honors Curriculum**

A student who chooses to move from a CP Curriculum to an Honors Curriculum should have an average of 90 or above in the CP program in order to enroll in the next level of the honors program. Most honors courses lead to subsequent enrollment in an AP course. (See comments in the “Program Description” section.)

### **Guidelines for student participation in an Advanced Placement Course**

An Advanced Placement course is a college level course taught in high school. The purpose of the course is to allow students to experience work on a college level with the possibility of obtaining college credit. Students will be required to spend much time doing research and independent study as well as keeping up with daily assignments. A student who chooses to participate in an advanced placement curriculum should meet the following criteria:

- ❖ 105 composite PSAT score or 1050 composite SAT score or 22 composite ACT score.
- ❖ Have a final average of 85 in the previous honors level class of that subject or a final average of 90 in the previous\* college prep level of that subject.
- ❖ Keep absences (excused and unexcused) at an absolute minimum.
- ❖ Take the AP exam as part of the course.

A student does not have to take advanced placement courses for college entrance. An honors course, which precedes an AP course, is a prerequisite and will be taught at the AP Level.

## Guidelines for Course of Study

College Preparatory Course of Study Grades 9-12			
Grade 9	Grade 10	Grade 11	Grade 12
English I  Algebra IA & IB <u>OR</u> Math I & Math II <u>OR</u> Geometry  Physical Science (required) Biology I (optional)  World Geography  Electives: 3-4 units  * See note at bottom of chart	English II  Geometry <u>OR</u> Math III <u>OR</u> Algebra II  Biology I <u>OR</u> Chemistry I  Law Education <u>OR</u> World History Psychology  Electives: 3-4 units	English III  Algebra II <u>OR</u> Math IV <u>OR</u> Pre-Calculus <u>OR</u> Probability/Statistics  Biology II <u>OR</u> Chemistry I  U. S. History (required)  Foreign Language I, II (required for 4 year college) <u>OR</u> Vocational Unit  Electives: 3-4 units	English IV  Geometry <u>OR</u> Pre-Calculus <u>OR</u> Probability/Statistics  Biology II <u>OR</u> Chemistry I <u>OR</u> Anatomy/Physiology  Government/Econ. (required)  Foreign Language II, III, and/or IV  Electives: 2-4 units
Honors/Advanced Placement Course of Study Grades 9-12			
Grade 9	Grade 10	Grade 11	Grade 12
English I Honors  Geometry Honors  Physical Science Honors (required) Biology I Honors (optional)  World Geography  Electives: 1-2 units	English II Honors  Algebra II Honors  Biology I Honors <u>OR</u> Chemistry I Honors  Law Education <u>OR</u> World History <u>OR</u> Psychology  Electives: 4 units	English III Honors  Pre-Calculus Honors  Anatomy/Physiology Honors Biology II Honors/Bio.AP Chemistry II Hon/Chem.AP Physics Honors  U. S. History AP  Foreign Language  Electives: 2-3 units	English Lit/Comp AP  Calculus Honors/ Calculus AP  Biology II Honors/Biology AP Chemistry II Honors/Chem.AP Physics Honors  Government/Economics  Foreign Language  Electives: 1-2 units

NOTE: During the four years in high school, students must complete at least one elective unit of Physical Education OR ROTC and one elective unit of computer science and one unit in a foreign language or vocational course to meet graduation requirements.

**COURSE DESCRIPTION**  
**BY DEPARTMENT**  
**FOR**  
**LANDRUM HIGH SCHOOL**

**INTRODUCTION**

In this section you will find a description of each course offered. The description includes the following:

- Name of the course
- Grade levels at which it may be taken
- Number of units of credits
- Prerequisites for taking the course and other requirements in some cases
- A brief description of the course

Additional fees are required for some courses in science, career and technology, visual and performing arts, and others. See the guidance counselor if you have a question about these.

# ENGLISH/LANGUAGE ARTS

Landrum High School language arts teachers are committed to teaching the essentials for each grade level in the state objectives. Achieving skills in all aspects of language arts is developing the ability to fulfill a basic need – communication. Promotion of intellectual development through guided study of the living language (its spoken grammar and usage, its written composition, its literature, and its application, along with the listening and speaking skills it involves) is the primary function of any language arts curriculum. These aspects of language study should facilitate a child’s intellectual growth through precise and repetitive use of such desirable adjunctive skills as organization, inference, classification, and criticism. It is imperative that a good language arts curriculum meet the needs of all students no matter what their ability levels or future plans, as all students are ultimately called upon to use their communicative skills as adults. It is increasingly important that they be capable of intelligent interpretation of the mass media with which they are daily confronted. Students should be made aware of the requirements of an increasingly verbal society.

Remediation will be provided for all students who have weaknesses as identified on state-mandated tests.

**Note:** Students who are not ready for the entry level English course may be placed in Language Enrichment which will provide the foundation needed to be successful in entry level English.

## High School Language Arts Standards

The standards for high school students, as outlined by the State of South Carolina in the Frameworks, are organized under four areas of study:

- Reading
- Writing
- Research

The specific knowledge and skills listed in these areas are integrated and applied through the four language arts standards. Copies of these goals and objectives are provided by grade level to each student.

College Prep Requirements: (Four units of English are required for all students.) At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of College Preparatory English 1, 2, 3 and 4 will meet college requirements.

## Language Enrichment

**Grade: 9 Unit: 1 (Elective)**

*(This class will not count as an English class needed to meet graduation requirements.)*

**Prerequisites: Middle school/high school teachers and middle school/high school guidance counselors determine students who are below standard in writing and/or reading based on PASS or MAP scores.**

Language Enrichment consists of individualized instruction in writing skills. This course offers assistance in reading and writing. The class will utilize a diagnostic/prescriptive approach and will incorporate a variety of activities to strengthen the student’s communicative skills. Instruction will include directed reading lessons, writing as a process lessons, computer-generated activities, and reading and writing competency practice testing. ELA curriculum standards are addressed, assessments with multiple choice and open-ended questions and extended response questions are administered.

## **English I**

**Grade: 9 Unit: 1**

This course is designed to give students the necessary foundation for higher education. Students will read and respond to a wide variety of literature through oral and written assignments. Students will be introduced to formal writing. Students will be introduced to the research process. The study of reference skills is coordinated through the media specialist. A state mandated “end of course” exam will be administered at the end of this course and will count 20% of the final grade. Summer reading is recommended. Composition study includes various types of writing and the development of multi-paragraph essays. A study of grammar within the writing context is emphasized. Vocabulary will be studied within a literary context. A state mandated “end of course” exam will be administered at the end of this course and will count 20% of the final grade.

## **English I Honors**

**Grade: 9 Unit: 1**

**Prerequisites: 90 or above average in 8<sup>th</sup> grade language arts and signature on registration sheet**

English I Honors is designed for the student who is interested in pursuing post-secondary education in a four-year college or university. Academically talented students read and analyze a variety of literature. Vocabulary development is incorporated into the study of literature. A study of grammar within the writing context is emphasized. Composition study includes various types of writing and the development of multi-paragraph essays. The study of reference skills is coordinated through the media specialist. A state mandated “end of course” exam will be administered at the end of this course and will count 20% of the final grade. Summer and independent reading is required.

## **English II**

**Grade: 10 Unit: 1**

**Prerequisites: English I**

This course is designed to give students the necessary foundation for higher education. Students will read a variety of literature and will write informal and formal essays in response to the reading. Grammar, usage, and style will be emphasized. Vocabulary will be studied within a literary context. A research paper is required. Preparation for the High School Assessment Program (HSAP) is an essential element to this class. The HSAP assesses selected SC academic standards in both English and math. It is given to students at the end of their 10<sup>th</sup> grade year.

## **English II Honors**

**Grade: 10 Unit: 1**

**Prerequisites: 85 or above average in English I Honors with teacher signature on registration sheet or 90 or above average in English I with teach signature on registration sheet**

English II Honors continues preparation of the academically talented student for the Advanced Placement program. Grammar, mechanics and usage are taught through composition revision. Students write various personal and literary essays, as well as a research paper. They study world literature, including plays, short stories, novels and poetry. Literary analysis is required. Vocabulary will be studied in a literary context. Summer and independent reading is required.

### **English III**

**Grade: 11 Unit: 1**

**Prerequisite: English II**

This course is designed to give students the necessary foundation for higher education. This course encompasses reading, writing, and communication skills necessary for post-secondary education. Students will read a variety of genres by American writers and will write in a variety of genres. Grammar and usage will be reinforced in the writing. A research paper and independent reading are required. Summer reading is recommended.

### **English III Honors**

**Grade: 11 Unit: 1**

**Prerequisites: 90 or above average in English II Honors and teacher signature on registration sheet**

English III Honors is designed to provide a foundation for the Advanced Placement class. Interpretive and analytical writing are emphasized in conjunction with American literature. The course encompasses reading, writing, communication, and research skills necessary for a post-secondary education. Vocabulary is studied within a literary context. SAT/ACT materials are reviewed. **Summer and independent reading are required.**

### **English IV**

**Grade: 12 Unit: 1**

**Prerequisite: English III**

This course is designed to give students the necessary foundation for higher education. This course encompasses reading, writing, and communication skills necessary for post-secondary education. Students will read a variety of genres by British writers and will write in a variety of genres. Grammar, usage and vocabulary will be reinforced in the writing. Students will complete a Senior Project. Independent reading is required. **Summer reading is recommended.**

### **Literary Analysis and Composition Honors**

**Grade: 12 Unit: 1 (Elective)**

**Prerequisite: 90 average in English III Honors and teacher signature on registration sheet**

Literary Analysis and Composition is designed to prepare the student for the Advanced Placement English Literature and Composition course. The development of writing skills to convey higher-level thinking and literary insights will be a major component of the course. The study and use of rhetorical devices, syntactical choices, and the elements of style in analyzing prose and poetry will be stressed. Registration in Literary Analysis and Composition requires registration and completion of Advanced Placement English Literature and Composition. Summer and independent reading are required.

### **English Literature and Composition Advanced Placement**

**Grade: 12 Unit: 1**

**Colleges will determine the hours of credit received.**

This course is designed to prepare students for the National Advanced Placement Test in English Literature and Composition. Course content will consist of a study and analysis of classical and contemporary literature. Students will be expected to write analytical essays and answer multiple-choice questions on selections from all literary genres. Independent reading is required.

# MATHEMATICS

It is our intent to weave a program of mathematical studies, which is flexible and responsive to the present and future needs of all students. We embrace change as an integral part of a dynamic instructional program, which produces mathematically literate citizens capable of succeeding in an ever-changing technological society. We envision a common core of relevant mathematical concepts that empower all students with the tools necessary to be successful in an information-based, technology-driven economy. Mathematical knowledge, as with all learning, should not be limited to the classroom, but should be used as a tool to enhance the discovery of the world. To facilitate the discovery approach to learning, students will be taught in an active, participatory environment. Accordingly, students' progress and performance will be assessed in a manner consistent with what and how they are taught. We are committed to providing a math program that enables students:

1. To become mathematical problem solvers.
2. To reason mathematically.
3. To communicate mathematically
4. To value mathematics
5. To develop confidence in their mathematical ability.
6. To be taught in an active, participatory environment.
7. To develop meaningful understandings within a common core of math concepts.
8. To have their work authentically assessed.
9. To study mathematics every year, kindergarten through twelfth grade
10. To be prepared for real life situations.

**Note:**

1. Students who are not ready for entry-level mathematics courses (Algebra IA or Math I) may be placed in the Math Enrichment course. Math Enrichment will provide the foundation needed to be successful in entry-level math courses.
2. Algebra I is only offered as a two-part sequence: Algebra IA and Algebra IB.

**Math Enrichment**

**Grade: 9 Unit: 1 (Elective)**

**Prerequisites: Middle school and high school teachers, middle school and high school guidance counselors determine students who are below standard in math based on PASS/MAP scores.**

**Note: This class will not qualify as a math unit needed for graduation requirement.**

This course is intended for students who need assistance in basic arithmetic skills. Based on assessment of student needs, instruction includes performing the four arithmetic operations with whole numbers, fractions, decimals, percents and an introduction to measurement, as well as algebraic and geometric concepts. Word problems skills are emphasized. Pre-Algebra and geometric concepts are stressed. Manipulatives and computers may be utilized in this course.

## **Math I**

**Grades: 9-12 Unit: 1**

**Prerequisites: None**

**Math I and Math II course competencies are presented as two-semester consecutive, sequential courses that meet the state Algebra I standards. The Algebra I end-of-course test will be given at the completion of Math II.**

Math I is a program of mathematical studies focusing on the development of the student's ability to understand and apply mathematics to solve realistic workplace problems. Math I covers the properties of the real number system, order of operations, performing the basic operations with integers, rational numbers, and matrices, solving linear equations, and working with ratios, proportions and percents. Graphing is a major concept covered during this part of Math I. Students will graph, use, and understand relations and functions and equations using slope, y-intercepts, points, and other graphing techniques. The application of Math I concepts will be taught through a wide variety of word problems. Emphasis is on active participation through appropriate project work, laboratory activities, group and individual assignments, discussion, practice, and exposition. Students are expected to use scientific calculators, graphing calculators, and/ or computers throughout the year.

## **Math II**

**Grades: 9-12 Unit: 1**

**Prerequisite: Math I or Algebra IA**

**Math I and Math II course competencies are presented as two-semester consecutive, sequential courses that meet the state Algebra I standards. A state mandated "end of course" exam will be administered at the end of this course and will count 20% of the final grade.**

Math II is a program of mathematical studies focusing on the development of the student's ability to understand and apply mathematics to solve realistic workplace problems. Skills in algebra are taught through an integrative approach. Math II covers solving and graphing linear inequalities, systems of equations, performing basic operations with polynomials, factoring, and solving and graphing quadratic functions. The application of Math II concepts will be taught through a wide variety of word problems.

(Math I and Math II are considered equivalent in content, with increased emphasis on applications to the college prep Algebra I course and is recognized as such by colleges and universities in South Carolina when followed by Algebra II.)

## **Math III**

**Grades: 10-12 Unit: 1**

**Prerequisite: Math II or Algebra 1B**

**Math III is presented as the third in a sequence of courses to meet the state Algebra I and Geometry standards.**

This course is a continued study of integrated mathematics, which is oriented toward application, and practice of mathematical concepts and skills. Emphasis will be placed on the study of points, lines, and angle relationships. Students will also study properties of parallel lines, congruent triangles, quadrilaterals, and trigonometric functions. This course includes a study of circles and spheres, as well as, area, volume and surface area for plane and solid figures. Basic constructions involving compasses and application to problem solving will be studied.

## **Math IV**

**Grades: 11--12 Unit: 1**

**Prerequisite: Math III**

This course introduces probability and statistics and includes topics in organizing and presenting statistical data, calculating probabilities, the binomial distribution, normal distribution, confidence intervals, hypothesis testing, linear regression and correlation. Concrete models, manipulatives, pictorial representations, graphing calculators and computers will be used to strengthen concepts and to teach new concepts.

## **Algebra IA**

**Grades: 9-12 Unit: 1 (*Elective Credit*)**

**Prerequisites: Pre-algebra and teacher recommendation**

**Does not qualify as a math unit for graduation requirements**

Algebra 1 A covers the properties of the real number system, order of operations, performing the basic operations with integers, rational numbers, and matrices, solving linear equations, and working with ratios, proportions and percents. Graphing is a major concept covered during this part of Algebra 1. Students will graph, use, and understand relations and functions and equations using slope-intercepts, points, and other graphing techniques. The application of Algebra 1 concepts will be taught through a wide variety of word problems. This course also includes an extensive use of a graphing calculator. (This course is the first half of a regular Algebra 1 course.)

## **Algebra IB**

**Grade: 9-12 Unit: 1**

**Prerequisites: Algebra IA**

Algebra IB covers solving and graphing linear inequalities, systems of equations, performing basic operations with polynomials, factoring, and solving and graphing quadratic functions. The application of Algebra 1 concepts will be taught through a wide variety of word problems.

**Note: A student should have passed Algebra IB in order to take Geometry. Students with a final grade in Algebra IB between 70-74 may want to take Math III instead of Geometry. Students with a failing grade in Algebra IB will take Math I and Math II. A state mandated “end of course” exam will be administered at the end of this course and will count 20% of the final grade.**

## **Algebra II**

**Grades: 10-12 Unit: 1**

**Prerequisite: Geometry**

Upon entering this course students should know how to solve simple equations, graph linear equations, manipulative decimals/ fractions, and factor. This course is designed to offer intermediate algebra content to students preparing for academic, technical or college experiences and others desiring a formal background in mathematics. The content includes functions; systems of equations; systems of linear inequalities; quadratic equations; complex numbers; algebraic expressions; nonlinear relationships including exponential, logarithmic, radical, polynomial, and rational; conic sections; and sequences and series.

### Algebra II Honors

**Grades: 10-12 Unit: 1**

**Prerequisite: Teacher recommendation.**

This course offers intermediate and advanced algebra content to students preparing for college. Course content includes structure, properties, and operations of the complex number system, quadratic equations in one variable (including rational, irrational, and imaginary roots), polynomials, rational logarithms, and exponential functions, systems of equations and inequalities, matrices, determinants, conic sections, graphs, simple linear programming, solutions of higher degree polynomials, factoring, combinatorial algebra including the binomial theorem, and application of content to problem solving. Students will be expected to work faster and complete more material than Algebra II students. The purpose of this course is to prepare students for Pre-calculus and Calculus AP.

### Geometry

**Grades: 9-12 Unit: 1**

**Prerequisites: Algebra IB**

Upon entering this course, students have to be able to solve simple algebraic equations, which include factoring, and solving systems of equations. It is intended for students who have successfully completed Algebra I. The content includes properties of basic geometric figures; properties of triangles; properties of quadrilaterals and other polygons; properties of circles, lines, and special segments intersecting circles; transformations; coordinate geometry; vectors; surface area and volume of three-dimensional objects; basic constructions, application of content to problem solving; and proofs.

### Geometry Honors

**Grades: 9-12 Unit: 1**

**Prerequisites: 90 or above in Algebra IB, teacher recommendation.**

Upon entering this course, students should be able to solve simple algebraic equations, which include factoring, and solving systems of equations. This course gives a rigorous in depth study of geometry with emphasis on methods of proof and the formal language of mathematics. It is intended for students who have completed Algebra I with exceptional success. The course content includes properties of basic geometric figures; properties of triangles; properties of quadrilaterals and other polygons; properties of circles, lines, and special segments intersecting circles; transformations; coordinate geometry; vectors; surface area and volume of three-dimensional objects; constructions; and proofs.

### Pre-Calculus

**Grades: 11-12 Unit: 1**

**Prerequisite: Algebra IB, Geometry, and Algebra II. This class is designed for students who plan to take Calculus.**

The course provides extensive treatment of topics chosen to prepare students for the study of calculus or sequential mathematics courses including college courses. Special emphasis is given to characteristics and behaviors of functions, operations on functions, behaviors of polynomial functions and rational functions, behaviors of exponential and logarithmic functions, behaviors of trigonometric functions, and behaviors of conic sections. Graphing calculators will be used in this course.

### **Pre-Calculus Honors**

**Grades: 11-12 Unit: 1**

**Prerequisites: Algebra I, Geometry, and Algebra II (85 or above average in Honors courses/90 or above average in CP courses) and teacher signature on registration form. This course is designed for students who plan to take Calculus AP.**

This course is designed to prepare students for Calculus AP. Special emphasis will be given to graphing calculators and computer systems. This course provides an extensive treatment of topics chosen to prepare students for the study of calculus. Special emphasis is given to characteristics and behaviors of functions, operations on functions, behaviors of polynomial functions and rational functions, behaviors of exponential and logarithmic functions, behaviors of trigonometric functions, and behaviors of conic sections.

### **Calculus Honors**

**Grade: 11- 12 Unit: 1**

**Prerequisite: Pre-Calculus Honors**

Calculus Honors is designed for students who excel in mathematics and will take Calculus for their college major. Students who complete this course will not be taking the advanced placement test nor will they receive the same number of weighted points as the advanced placement classes. No college credit can be earned for this class. The course content includes plane analytic geometry, elementary functions, differential Calculus, and integral Calculus.

### **Calculus AB Advanced Placement**

**Grade: 11-12 Unit: 1**

**Prerequisites: Calculus Honors and Math PLAN score of 22 or Math PSAT score of 50-55 or Math SAT score of 500-550 or Math ACT score of 22 and an 85 or above average in all previous honors math classes.**

Calculus AP is designed for mathematically gifted students who expect to take Calculus at the post-secondary level. Calculus AP should be undertaken only by those students who demonstrate exceptional ability in Algebra, Geometry, and Pre-calculus, and have the determination to complete a course comparable to one offered at the college freshman level. Students must be able to transfer concepts to new situations. Course content includes functions of a single variable, limits, differential calculus, and integral calculus. Emphasis is placed on analytic, graphical, numerical, and verbal representations of calculus concepts and skill, and the use of technology.

### **Probability and Statistics**

**Grades: 11-12 Unit: 1**

**Prerequisites: Algebra IB, Geometry, and Algebra II**

Probability and Statistics is a course in which students learn the fundamental principles of probability and statistics and apply these principles to data analysis. Students will design a statistical study; collect, organize, display, and interpret data; basic statistical methods of analyzing data; and basic concepts of probability.

# SCIENCE

The goal of the District One science teachers in Grades 9-12 is to prepare students to be responsible, competent citizens by providing innovative science experiences, which promote life-long learning, respect for the environment, and the ability to apply scientific processes.

We are committed to providing a science program that:

- Teaches concepts that are uniform and sequential and are built upon from grade to grade.
- Uses technology to prepare students for the future.
- Involves relevant activity-based instruction.
- Allow students to participate in planned integrated activities.
- Is coordinated district-wide.
- Is interesting, fun, and exciting so students are eager to participate in science classes.
- Emphasizes cooperative learning strategies to enhance understanding of scientific concepts.
- Ensures all students equal access to facilities and equipment.

**South Carolina Diploma Requirement:** Three Units of Science

**College admission requirements:** Three units of laboratory science are required for college admission. Two of the three units must be from two different fields and selected from Biology, Chemistry, or Physics. The third unit may be taken from the same field as one of the first two units (biology, chemistry, or physics). Courses in physical science do not meet this requirement.

## **Physical Science**

**Grade: 9 Unit: 1**

Prerequisite: NONE

This course offers an introduction to the chemical and physical properties of matter, forms of energy, and laws of motion. The first nine weeks of instruction is in physics and the second nine weeks is in chemistry. Students must use algebraic equations to solve problems. Scientific principles are reinforced through activities and experiments. Physical science does not meet the lab science requirement for college entrance but it is a prerequisite to all other science classes in this school. A state mandated “end of course” exam will be administered at the end of this course and will count 20% of the final grade.

## **Physical Science Honors**

**Grade: 9 Unit: 1**

**Prerequisite: 85 in Algebra I or currently enrolled in Algebra IB.**

The course is designed for academically talented students who excel in science and have an active interest in math and science. Topics include an introduction to chemical and physical properties of matter, energy, and laws of motion. The first nine weeks of instruction is in physics and the second nine weeks in chemistry. The course offers an advanced curriculum with an emphasis on projects and outside activities. A state mandated “end-of-course” exam will be administered at the end of this course and will count 20% of the final grade. This course provides a foundation for Chemistry AP. Physical science does not meet the lab science requirement for college entrance, but it is a prerequisite to all other science classes in this school.

## **Biology I**

**Grades: 9-12 Unit: 1**

**Prerequisite: Physical Science**

Biology I offers a balanced presentation of all levels of biological organization to include: cellular biology, cell growth and reproduction, protein synthesis, genetics, taxonomy, biological adaptations in organisms, and an overview of the five kingdoms. Lab experiences and projects are structured to enhance lecture material and to provide first hand observation. This course will count as a lab science course for college entrance. A state mandated “end of course” exam will be administered at the end of this course and will count 20% of the final grade.

## **Biology I Honors**

**Grades: 9-10 Unit: 1**

**Prerequisite: 90 Average in Physical Science and teacher recommendation.**

Biology I Honors is designed for students who excel in science. Topics include: cellular processes, DNA and RNA, cell reproduction, heredity and genetics, biological adaptations in organisms, classification, ecology, and an overview of the five kingdoms. Required lab investigations and special projects supplement the course. This course provides a foundation for Advanced Placement Biology and students planning to major in science at a 4-year college. This course will count as a lab science course for college entrance. A state mandated “end of course” exam will be administered at the end of this course and will count 20% of the final grade.

## **Biology II**

**Grades: 11-12 Unit: 1**

**Prerequisite: Biology I**

Biology II is designed to offer a continuation of biological concepts including ecology, botany, human anatomy and physiology, and an in-depth look at the 5 kingdoms. Required lab experiences supplement the course including numerous dissections. This course will count as a lab science course for college entrance.

## **Biology II Honors**

**Grades: 10-12 Unit: 1**

**Prerequisite: Chemistry I, Biology I Honors, and/or teacher recommendation.**

This course is designed for students seeking a firm conceptual understanding in several areas of biology that have significant impact on modern society. Areas covered include ecology, cell biology, genetics, and human physiology. The course strongly emphasizes the chemical processes within organisms. Included in the course are extended laboratory exercises with formal written reports. Student work will focus on preparation for Biology AP. Knowledge of algebra is necessary. This course will count as a lab science course for college entrance.

### **Biology Advanced Placement**

**Grades 11-12 Unit: 1**

**Prerequisites: Successful completion of Biology II Honors, PLAN score of 22 or PSAT score of 105 or SAT score of 1050 or ACT score of 22., 90 average in Biology I, 90 average in Chemistry I, and Biology AP teacher recommendation**

This course gives students an opportunity to study biological science at an advanced level and to earn college credit through the advanced testing program. Topics include molecular biology, organismal zoology, genetics, biochemistry, and population ecology with required laboratory investigations. Advanced Placement Prep is taught first semester, followed by Biology Advanced Placement second semester. Biology AP should be undertaken only by students who demonstrate exceptional ability in Biology II Honors. This course is to be completed in the same school year as Biology II Honors.

### **Anatomy and Physiology Honors**

**Grades: 11-12 Unit: 1**

**Prerequisites: 90 Average in Biology I Honors and in Chemistry I and teacher recommendation.**

This course is for students with a serious desire to learn more about the structure and function of the human body on an advanced level. Each body system will be surveyed with an emphasis on the anatomy and the physiology of the organs. Required lab experiences, including dissections, will supplement the course. *This course will count as a lab science course for college entrance.*

### **Chemistry I**

**Grades: 10-12 Unit: 1**

**Prerequisites: Physical Science, Algebra IB, and teacher recommendation.**

The purpose of this course is to allow the student to discover and work with relationships that are fundamental to chemical reactions and the structure of matter. It will provide the student with the tools needed to function as a chemically literate citizen and allow them to be prepared for the challenge of the more rigorous chemical principles typical of college and university courses. The order of the course builds the students' knowledge beginning with basic concepts and culminates with the student begin able to extract quantitative information from chemical reactions. The lab experience will be valuable in mastering concepts and problem solving skills and then applying solutions to real-world situations. Topics studied include: the basic classification system for matter, dimensional analysis, writing and balancing chemical equations, stoichiometric calculations, gas laws, atomic theory, the periodic system, chemical bonding, acids and bases, solutions, and solubility. This course will count as a lab science course for college entrance.

### **Chemistry I Honors**

**Grades: 10-12 Unit: 1**

**Prerequisites: 90 Average Physical Science and Algebra IB, science teacher recommendation**

Chemistry I Honors is designed to provide the student with a foundation for Chemistry Advanced Placement. In addition to the topics covered in Chemistry I, units to be included are: oxidation-reduction, chemical equilibria, thermal chemistry, and organic chemistry. Extensive laboratory work and special projects will be required. This course will count as a lab science course for college entrance.

### **Chemistry II Honors**

**Grades: 11-12 Unit: 1**

**Prerequisites: "B" average in Chemistry I Honors and Chemistry teacher recommendation.**

This course is planned for the student who wishes to study Chemistry on a more advanced level beyond Chemistry I. Units are planned so that emphasis can be placed upon problem-solving and laboratory experiences. Units included are stoichiometry, chemical equilibria, oxidation-reduction, organic chemistry, heavy metals, atomic structure, halogens, and acid-base relationships. Extensive laboratory work is included throughout the course. This course will count as a lab science course for college entrance.

### **Chemistry Advanced Placement**

**Grades: 11-12 Unit: 1**

**Prerequisites: Successful completion of Chemistry II Honors, PLAN score of 22 or PSAT score of 105 or SAT score of 1050 or ACT score of 22, 90 average in Chemistry I and 90 average in Geometry and Algebra II, and/or Chemistry AP teacher recommendation. Must be completed in the same school year as Chemistry II Honors.**

This course presents Chemistry on an advanced level and provides students with an opportunity for college credit through an advanced testing program. Units are planned to emphasize problem-solving and laboratory experiences. Units include chemical equilibria, oxidation-reduction, thermodynamics, stoichiometry, kinetics, electrochemistry, atomic structure and periodicity, ionic equations, and descriptive chemistry. Laboratory investigations are required and are a major part of AP Chemistry.

### **Physics I Honors**

**Grades: 11-12 Unit: 1**

**Prerequisite: Math required through Algebra II with an 85 or above average and teacher recommendation.**

Physics is the science that examines the relationships of matter and energy. A strong math background is essential. Practical applications of math and hands-on labs are used throughout the course. Problem solving skills are mastered. Classical Newtonian Physics is the focus including the following: motion in mechanics, forces, energy transformations, mechanical and electromagnetic waves. Other topics may include: light, sound, nuclear physics, fluid mechanics and thermodynamics. This course will count as a lab science course for college entrance.

# SOCIAL STUDIES

Social studies is the integrated study of human experience for the purpose of promoting active participation in a diverse yet interconnected world. Social studies combines the disciplines of anthropology, archaeology, history, philosophy, economics, geography, government and political science, psychology, religion, and sociology in a systematic way to help students understand what it means to be human and how, as human beings, we are members of society. Social studies is vital in helping students to:

- understand their roles as social beings;
- understand who they are and how they relate to their communities, the nation, and the global society;
- understand why and how they participate as citizens, both individually and as groups;
- understand how the past, present, and future are interconnected;
- understand cultural diversity; and
- meet the challenges of the world of work.

## **World Geography**

**Grades: 9-12 Unit: 1**

This course provides a survey of all world regions with an emphasis on the relationship between physical geography and cultural features of each region. Current political, social, and economic trends are explored.

## **Government/Economics**

**Grade: 12 Unit: 1**

The first nine weeks will provide an in-depth study of American Government as the foundation of the American political system and its relationship to the role of the citizen in the politics of American democracy. The function of the executive, legislative, and judicial branches will be emphasized. The course will instill and strengthen the American concepts of equality, fair play, and citizen participation. The second nine weeks will provide an understanding of the basic principles and concepts underlying economic activity, supply and demand, business organization, markets, investment opportunities, international trade, and other economic-related topics. Students will have opportunities to learn how to budget their money and invest in stocks.

## **United States History**

**Grades: 11-12 Unit: 1**

The purpose of this course is to survey the economic, social, political, geographic, and international development of the United States from the colonial period to the present. Emphasis is placed on chronological thinking, historical comprehension, historical analysis and interpretation, and historical research capabilities. This course also seeks to teach and encourage students to think critically and creatively about the past, present, and future. This course will include the South Carolina End-of-Course (EOC) exam and is required for graduation.

## **American Colonization and Constitution Honors**

**Grades: 11-12 Unit: 1 (Elective)**

This course offers a thematic study of the culture, society, and political platforms from colonial origins through the Civil War and Reconstruction. This course attempts to survey intellectual, economic, geographical, and constitutional foundations of the U. S. This course does not meet the U. S. History requirement for graduation; it is the prerequisite course for U. S. History Advanced Placement.

## **U.S. History Advanced Placement**

**Grades: 11-12 Unit: 1**

**Prerequisites: American Colonization and Constitution Honors, PLAN score of 22 or PSAT score of 105 or SAT score of 1050 or ACT score of 22, average of at least 90 in previous social studies and English courses;**

**U. S. History AP teacher recommendation.**

U.S. History Advanced Placement is a challenging two-semester course intended to be the equivalent of a college freshman survey course in a high school setting. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and content in American History. Students will learn to assess historical sources, their relevance to a given interpretative problem, their reliability, and their importance and weigh the evidence and interpretations presented in historical scholarship. This course is required for graduation and will include the South Carolina End-of-Course (EOC) exam which will count 20% of the final grade.

## **Psychology/Sociology**

**Grades: 11-12 Unit: 1**

This course is designed to introduce and survey the basic psychological principles within the broad field of psychology. Major topics include developmental psychology with emphasis on language acquisition and motor skills, cognitive abilities, human behavioral problems, and the different types of therapy. Sociology is designed to introduce students to the study of sociology and survey the major components of sociology. The course will emphasize the study of human society and social behavior. Major elements of study in class will include culture and social structure, the individual in society, social inequality, social institution, and the changing social world.

## **Law Education**

**Grades: 10-12 Unit: 1**

This course is a survey of our government and its laws. The focus is on each branch of government and how it relates to our lives. Emphasis is placed on becoming more aware of the laws that affect us the most, as well as the procedures with which these laws are enforced. This course is one that is made more interesting and relevant to the students by the use of guest speakers such as police officers, lawyers, lawmakers, and others. Field trips to view court cases and tour the county jail also make this course appealing and rewarding to students.

## **Western Civilization Honors**

**Grades: 11-12    Unit: 1**

Western Civilization is designed to expand the student's knowledge of the history of the Western World by studying the political, economic, social, military, cultural, and religious characteristics and how they are integrated. A sampling of these topics includes the Ancient Near East, the Greeks, The Roman Empire, the Middle Ages, Renaissance and Reformation, the Age of Revolution, Imperialism, World Wars, the Cold Wars, and Global Civilization.

## **World History**

**Grade: 10-12    Unit: 1**

World History is a survey of the story of humanity, tracing man's progress from the first civilizations to the Modern Era. Students will study how various cultures have mingled and made lasting contributions to later civilizations. Major units of instruction include The Beginnings of Civilization, The Growth of Civilization, The World in Transition, Beginnings of the Modern World, Expansion of the Modern World, Expansion of the Modern World, The Modern World in Crisis, and The World Since 1945.

# FOREIGN LANGUAGE

## **World Languages Instructional Philosophy**

Many instructional approaches will be used to help all types of learners: graphic organizers, choice, short answer), Total Physical Response (TPR), surveys, reading authentic documents, listening to authentic music, visiting authentic websites and PowerPoint presentations to name a few. Students will be actively engaged and will be expected to participate voluntarily and/or when called upon. Participation does not mean always giving the correct answer but a willingness to try to use the target language and a genuine attempt at learning the material or asking questions when the material is unclear. The class will be conducted in both English and in the target language, with more of the target language used progressively with each unit.

At Landrum High School, we believe the study of foreign languages is for every student, and we encourage continuous study of a language or languages throughout the high school career.

**College Admission Requirements:** Two units of the same foreign Language for College Prep students. Many universities now require 3 foreign languages. Students are expected to check with their prospective colleges for requirements in foreign language.

**Note: Students may register for a foreign language in the 10<sup>th</sup> grade, however preference will be given to Juniors and Seniors. Plan for three consecutive semesters of foreign language.**

## **Spanish I**

**Grades: 11-12 Unit: 1**

**Prerequisites: None**

This semester-long course is the first level of the study of Spanish and is designed to introduce students to both the Spanish language and culture. Using the South Carolina Foreign Language Standards of Communication (written or spoken), Culture (the how, what and why of the new culture and your own), Connections (between other subjects and Spanish), and Comparisons (of the Spanish culture and your own) the aim of this class is to introduce students to the four elements of language study: listening, speaking, reading, and writing and using the Interpretive, Interpersonal, and Presentational modes of communication as they study relevant, real-world, theme based units.

**Note: Students will register for level one and level two to be scheduled in the same school year unless scheduling conflicts will not allow.**

## **Spanish II**

**Grades: 11-12 Unit: 1**

**Prerequisite: Spanish I**

This semester-long course is the second level of the study of Spanish and is designed to further develop student knowledge of both the Spanish language and culture. Using the South Carolina Foreign Language Standards of Communication (written or spoken), Culture (the how, what and why of the new culture and your own), Connections (between other subjects and Spanish), and Comparisons (of the Spanish culture and your own) the aim of this class is to introduce students to the four elements of language study: listening, speaking, reading, and writing and using the Interpretive, Interpersonal, and Presentational modes of communication as they study relevant, real-world, theme-based units.

### **Spanish III Honors**

**Grades: 11-12 Unit: 1**

**Prerequisites: Spanish I and II with a 90 or better average and/or teacher signature**

This semester-long course is the third level of the study of Spanish and is designed to further develop student knowledge of both the Spanish language and culture. Using the South Carolina Foreign Language Standards of Communication (written or spoken), Culture (the how, what and why of the new culture and your own), Connections (between other subjects and Spanish), and Comparisons (of the Spanish culture and your own) the aim of this class is to introduce students to the four elements of language study: listening, speaking, reading, and writing and using the Interpretive, Interpersonal, and Presentational modes of communication as they study relevant, real-world, theme-based units.

### **Spanish IV Honors**

**Grades: 11-12 Unit: 1**

**Prerequisites: a C or better in Spanish III and/or teacher signature**

This semester-long course is the fourth level of the study of Spanish and is designed to further develop student knowledge of both the Spanish language and culture. Using the South Carolina Foreign Language Standards of Communication (written or spoken), Culture (the how, what and why of the new culture and your own), Connections (between other subjects and Spanish), and Comparisons (of the Spanish culture and your own) the aim of this class is to introduce students to the four elements of language study: listening, speaking, reading, and writing and using the Interpretive, Interpersonal, and Presentational modes of communication as they study relevant, real-world, theme-based units.

### **French I**

**Grades: 11-12 Unit: 1**

**Prerequisites: None**

This semester-long course is the first level of the study of French and is designed to introduce students to both the French language and culture. Using the South Carolina Foreign Language Standards of Communication (written or spoken), Culture (the how, what and why of the new culture and your own), Connections (between other subjects and French), and Comparisons (of the French culture and your own) the aim of this class is to introduce students to the four elements of language study: listening, speaking, reading, and writing and using the Interpretive, Interpersonal, and Presentational modes of communication as they study relevant, real-world, theme based units.

**Note: Students will register for level one and level two to be scheduled in the same school year unless scheduling conflicts will not allow.**

### **French II**

**Grades: 11-12 Unit: 1**

**Prerequisite: French I**

This semester-long course is the second level of the study of French and is designed to further develop student knowledge of both the French language and culture. Using the South Carolina Foreign Language Standards of Communication (written or spoken), Culture (the how, what and why of the new culture and your own), Connections (between other subjects and French), and Comparisons (of the French culture and your own) the aim of this class is to introduce students to the four elements of language study: listening, speaking, reading, and writing and using the Interpretive, Interpersonal, and Presentational modes of communication as they study relevant, real-world, theme-based units.

### **French III Honors**

**Grades: 11-12    Unit: 1**

**Prerequisites: French I and II with a 90 or better average and/or teacher signature**

This semester-long course is the third level of the study of French and is designed to further develop student knowledge of both the French language and culture. Using the South Carolina Foreign Language Standards of Communication (written or spoken), Culture (the how, what and why of the new culture and your own), Connections (between other subjects and French), and Comparisons (of the French culture and your own) the aim of this class is to introduce students to the four elements of language study: listening, speaking, reading, and writing and using the Interpretive, Interpersonal, and Presentational modes of communication as they study relevant, real-world, theme-based units.

### **French IV Honors**

**Grades: 11-12    Unit: 1**

**Prerequisites: a C or better in French III and/or teacher signature**

This semester-long course is the fourth level of the study of French and is designed to further develop student knowledge of both the French language and culture. Using the South Carolina Foreign Language Standards of Communication (written or spoken), Culture (the how, what and why of the new culture and your own), Connections (between other subjects and French), and Comparisons (of the French culture and your own) the aim of this class is to introduce students to the four elements of language study: listening, speaking, reading, and writing and using the Interpretive, Interpersonal, and Presentational modes of communication as they study relevant, real-world, theme-based units.

# PHYSICAL EDUCATION

The Physical Education classes are designed to meet the state standards for Physical Education. The person who has the competence to participate in activities that involve movement skills is more likely to lead an active lifestyle as a youth as well as an adult. Our goal is to teach students the skills needed to lead a healthy life.

## **Physical Education I**

**Grade: 9-12 Unit: 1**

Physical Education I provides students with a chance to achieve and to maintain a health-enhancing level of physical fitness along with developing skills in various sports. Half of the time will be spent working with the Personal Fitness Curriculum, learning to assess their fitness level and design programs to maintain or improve personal fitness. The other half they will concentrate on specific movement forms or sports. Students will be encouraged to seek opportunities to participate in physical activity outside the Physical Education class. Prior skills and knowledge are not necessary for enrollment, only the desire to learn the needed skills.

## **Strength Conditioning/Weights**

**Grades: 9-12 Unit: 1**

**Prerequisite: Physical Education I**

Strength and conditioning as it relates to team sports will be emphasized in this class. Weight lifting, plyometrics, running, and stretching will be utilized to enhance student athletic performance.

# LIFE SKILLS/ACADEMIC ENRICHMENT

## Academic Enrichment

**Grades: 9-12 Unit: 1**

**Prerequisite:** Students must meet qualifications under IDEA and must have the signature of the Academic Enrichment teacher on the registration form.

The course is designed for students pursuing a state issued high school diploma and qualify for additional assistance under IDEA. The instructional goals for the learner are to achieve success in all content area classes, prepare to take the High School Assessment Program (HSAP), develop improve academic success in identified areas of concern aligned with MAP assessments and IEP goals and objectives; and promote student responsibility and self-advocacy. Academic Enrichment classes are organized and managed to allow for teacher directed lessons aligned to skills and concepts identified in DesCartes and assistance with other academic classes. These teacher-directed lessons are intended to equip students with academic strategies that will improve their academic success and independence in the regular classroom setting. *This class counts as one elective unit.*

## LIFE Math 1

**Grade: 9 Unit: 1**

**Prerequisite:** Referral through Special Services

The coursework emphasizes practical application of math skills to everyday life. Instruction will include review of basic math skills, work with graphs and tables, measurement, monetary computations and an introduction to Algebra. It will also include the use of visual aids as well as the use of technology.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval.*

## LIFE English 1

**Grade: 9 Unit: 1**

**Prerequisite:** Referral through Special Services

This curriculum is designed to make English practical, relevant, and useful. The basic instructional components are in the areas of written and oral communication. Emphasis will be placed on personal, occupational, and consumer English skills for successful daily living and employment. Instruction will include improving reading skills through the use of a wide variety of printed materials: traditional works, contemporary works, and functional reading materials.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval*

## LIFE Skills Science 1

**Grade: 9 Unit: 1**

**Prerequisite:** Referral through Special Services

The coursework emphasizes practical application of scientific knowledge to employment and independent living. Instruction will include work with nutrition, food safety, personal hygiene, illness and prevention. Students will also develop thinking skills and problem solving procedures.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval.*

## **LIFE Skills Social Studies 1**

**Grade : 9    Unit 1**

**Prerequisite:** Referral through Special Services

This coursework emphasizes practical application of social studies and social skills to employment and independent living. Instruction will include topics such as the exploration of the New World, the settlement of North America by various people groups, the conflict between the American colonies and England, the beginnings of America as a nation and the establishment of the new government, the westward movement and its impact on the institution of slavery, and the impact of the Civil War on America. Students will also develop thinking skills and problem solving procedures.

## **LIFE Math 2**

**Grade: 10    Unit: 1**

**Prerequisite:** Referral through Special Services

The coursework emphasizes math skills related to real-life application. Instruction will include an introduction to algebra and measurement concepts as well as math on the job, budgeting, banking, consumer and household math. It will also include use of charts, graphs, and other visual aids as well as the use of technology.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval.*

## **LIFE English 2**

**Grade: 10    Unit: 1**

**Prerequisite:** Referral through Special Services.

This curriculum is designed to make English practical, relevant, and useful. The basic instructional components are in the areas of written and oral communication. Emphasis will be placed on personal, occupational, and consumer writing skills for successful daily living and employment. Instruction will include basic vocabulary study, writing about career research, completing job applications, and effective communication.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval.*

## **LIFE Skills Science 2**

**Grade: 10    Unit: 1**

**Prerequisite:** Referral through Special Services

The coursework emphasizes the practical application of scientific knowledge to employment and independent living. Instruction will include Earth and Physical Science concepts, such as the earth's structure, the earth's atmosphere, weather and climate, the laws of conservation of energy, the effects of forces on objects and the study of sound and light waves. Students will also develop thinking skills and problem solving procedures.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval*

## **LIFE Skills Social Studies 2**

**Grade: 10    Unit: 1**

**Prerequisite:** Referral through Special Services

The coursework emphasizes practical application of social studies, and social skills to employment and independent living. Instruction will include topics such as reconstruction and its impact on racial relations in the United States, westward expansion of the United States, domestic and foreign

developments that contributed to the United States' becoming a world power, economic boom-and-bust in America in the 1920's and 1930's, social, economic and political events during the Cold War era, and developments in the US since the fall of the Soviet Union in 1992. Students will also develop thinking skills and problem solving procedures.

### **LIFE Skills 3**

#### **Grade: 11 Unit: 1**

**Prerequisite:** Referral through Special Services

The coursework emphasizes practical application of scientific knowledge, social studies, and social skills to employment and independent living. Instruction will include anatomy, personal hygiene, substance abuse, social skills, personal and occupational safety, taxes, government resources, individual rights, and court systems and procedures. Students will also develop thinking skills and problem solving procedures.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval.*

### **Life Skills English 3**

#### **Grade: 11 Unit: 1**

**Prerequisite:** Referral through Special Services. Successful completion of LIFE English 1 and 2

This coursework is a comprehensive program of basic skills instruction, practice, and assessment with a focus on the academic content area of English with an emphasis on research and development. Instruction will include reading and writing on the job, development of a resume and writing about career major as indicated on the student's IGP.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval.*

### **Life Skills Math 3**

#### **Grade: 11 Unit: 1**

**Prerequisite:** Referral through Special Services

This coursework is a comprehensive program of basic skills instruction, practice, and assessment with a focus on the academic content area of math. Instruction will include algebra topics, data analysis, measurement and geometry. It will also include a study of workplace math as it relates to each student's post-secondary goal or career interest. There will also be instruction on the use of charts, graphs, and other visual aids as well as the use of technology.

**Note:** Admittance to this class depends upon parent, teacher, and administrative approval.

### **Careers 2**

#### **Grade: 12 Unit: 1**

**Prerequisite:** Referral through Special Services

The coursework emphasizes the practical application of employability and social skills. Students will develop appropriate skills needed to function successfully in their communities and the workplace. Instruction includes: job-seeking skills, job maintenance, occupational safety, community-based employment, updating the student's resume and portfolio completion.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval.*

## **Careers 1**

### **Grade 11 Unit: 1**

**Prerequisite:** Referral through Special Services

The coursework emphasizes the introduction of employability and social skills. Students will develop appropriate skills needed to function successfully in their communities and the workplace. Instruction includes: job-seeking skills, job maintenance skills, occupational safety, job-related forms, exploring career clusters, developing and writing the student's resume and begin development of the portfolio.

*Note: Admittance to this class depends upon parent, teacher, and administrative approval.*

## **Work Co-op**

### **Grade: 11-12 Unit: 2**

The student will participate in exploring on the job training at various job sites. The job coach and/or the Vocational Rehabilitation Counselor will work with the student in providing job placement and training. Students will gain skills that will enable them to enter the work force. Evaluations will be done by the job coach and/or Vocational Rehabilitation Counselor to evaluate the student's strengths and weaknesses. The student will have direct contact with the job coach and/or VR Counselor during most of the job site training. Students will be trained in learning to fill out a time sheet, following company procedures, safety on the job, following orders from supervisor, and making sure that the job is done correctly. Students will also update and revise their resume and portfolio during this course. After completion of this course students should feel confident and prepared to enter the work force.

# COMPUTER TECHNOLOGY BUSINESS AND CAREER EDUCATION

The courses offered in this section come from the department of Computer and Technology Education, Consumer and Homemaking Education and Industrial Technology Education. Students who are “completers” of specific programs must take four courses in a career major in this area to satisfy South Carolina State Department regulations. In addition, these students may earn advanced credit at Technical Colleges and/or obtain certificates validating their skill area for employers and/or participate in school-to-work opportunities such as apprenticeships, cooperative education with business/industry, job shadowing and other opportunities to gain work-related skills.

**Keyboarding is highly recommended as a middle school course and is required as a prerequisite for many of the business, marketing and information technology courses in high school; therefore, all students in middle school are strongly encouraged to enroll in keyboarding class and pass a keyboarding proficiency test before entering the 9<sup>th</sup> grade. Students who are expecting to graduate from high school must obtain a minimum of one unit of computer science to satisfy the basic computer requirement for graduation.**

## **Keyboarding Proficiency Defined:**

Keyboarding proficiency as defined by the State Department of Education consists of three parts:

1. Timed writing (15 points)
  - a. (2) 3-minute timed writings on straight copy. A minimum of 30 words with a maximum of 3 errors using correct fingering and technique.
2. Written quiz (25 points)
  - a. Based on state-adopted competencies for keyboarding.
  - b. Many of these competencies are integrated into other subject area curriculum standards.
3. Document Production (60 points)
  - a. Business Report (15 points)
  - b. Table (10 points)
  - c. Business letter (15 points)
4. Technique (20 points)

This section will be evaluated while the student is performing the timed writing & production sections.

**Documentation of keyboarding proficiency is required and will be kept in the student’s permanent record.**

## **Keyboarding**

**(Required if not Keyboarding Proficient)**

**Grades 9-12 Unit: 1 Elective**

This course is designed to provide an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad using the touch method of key stroking. Emphasis is placed on development of accuracy and speed, proper techniques, and correct fingering. The student will develop skill in formatting letters, memoranda, reports, tables, and other business documents.

**This course will not meet the computer science requirement for graduation.**

### **Integrated Business Applications I**

**Grades: 9-12 Unit: This class meets the computer science requirement for graduation**

**Prerequisite: Keyboarding Proficient (A speed of at least 35 wpm is recommended as the basis for building the skill and speed necessary for this course.) Only honors students in 9<sup>th</sup> grade.**

This course is designed to teach the student computer concepts related to processing data into useful information needed in business situations by using the following Microsoft Office 2007 software: Access (database), Excel (spreadsheet), Word (word processing), and PowerPoint (presentation). Integrated Business Applications I will introduce and apply over 150 features in Office 2007. Students who complete this course will have an excellent foundation for using database, spreadsheet, word processing, and presentation software in an educational or business setting. The computer concepts presented in this course will not only enable the student to use Office 2007, but will also prepare the student to adapt to new versions of software as they evolve.

### **Integrated Business Applications II**

**Grades: 10-12 Unit: 1 elective**

**Prerequisite: Successful completion of Integrated Business Applications I**

This course is designed to teach the student **advanced** computer concepts related to processing data into useful information needed in business situations by using the following Microsoft Office 2007 software: Access (database), Excel (spreadsheet), Word (word processing), and PowerPoint (presentation). Upon successful completion of this course students will be prepared to take the Microsoft Certified Application Specialist (MCAS) tests to validate their skills with the 2007 Microsoft Office system. These tests are available through local community colleges.

### **Accounting I**

**Grades: 10-12 Unit: 1**

**Prerequisite: Keyboarding or keyboarding proficient**

This course is designed to help the student develop the skills necessary for the highly technical interaction between accounting and business, to develop an understanding of the steps of the accounting cycle as applied to several different kinds of business operations, and to develop an understanding of accounting concepts, principles, and practices. Computers are used in simulated activities that teach the advantages of technology in accounting procedures.

### **Accounting II**

**Grades: 10-12 Unit: 1**

**Prerequisite: Accounting I**

This course expands the student's understanding of accounting subsystems and develops an understanding of various methods of internal control procedures. The student develops competence in using subsidiary ledgers, in preparing financial statements, and in performing end-of-period procedures. The student will demonstrate the use of accounting principles through the use of computer software and simulated activities.

# INTERDISCIPLINARY ELECTIVES

**ALL COURSES ARE ELECTIVE UNITS.**

## **Drivers' Education**

**Grades: 9-12 Unit: ½**

**Driving requirement: The student must be fifteen years of age and have his/her driving permit.**

First priority for scheduling will be given to students who do not already have their driver's licenses. The course is designed to teach students how to drive safely. Once students have established their individual driving practices, it is difficult to change driving habits, which may be unsafe.

Classroom time will be spent in a thorough study of the rules of the road, laws, and make-up of an automobile. Our goal is to develop the type of driver who will avoid situations that could lead to hazardous collisions. Safety and good sportsmanship in driving are also stressed. Students are required to have 30 hours of classroom instruction with an additional 6 hours of behind-the-wheel training all completed during the same semester. **This course requires a fee of \$55.**

## **Journalism Newspaper**

**Grades: 9-12 Unit: 1**

Journalism Newspaper trains students in the techniques of producing a quality newspaper publication through hands-on experience. Emphasis will be placed on basic journalism skills: time management, feature writing, editorial writing, layout design, computer usage, photography and copy editing. Students are expected to complete deadlines on time, which may require work after school. Only one unit will apply towards graduation requirements.

## **Journalism Yearbook**

**Grades: 9-12 Unit: 1**

**Prerequisite: Teacher recommendation and student essay and Journalism Newspaper or Journalism Combination.**

Journalism Yearbook trains students in the techniques of producing a quality yearbook through hands-on experience. Emphasis will be placed on basic journalism skills: time management, feature writing, layout design, photography, computer usage, and copy editing. Students are expected to complete deadlines on time, which may require work after school. Only one unit will apply towards graduation requirements.

## **Journalism Combination**

**Grades: 9-12 Unit: 1**

Journalism Combination is offered second semester and is a continuation of skills and tasks from Journalism (Newspaper or Yearbook) though first semester journalism is not a prerequisite for the class. Students will continue their experiences in producing the school publications through hands-on experiences. Emphasis will be placed on advanced journalistic skills: staff management, advanced feature writing, theme developments, advanced layout design and copy editing. Students in this course will work on both yearbook and newspaper assignments. Students are expected to complete deadlines on time, which may require work after school. Only one unit will apply towards graduation requirements.

### **Sports Medicine I**

**Grades: 10-12 Unit: 1**

**Prerequisite: Biology I recommended but not required**

Sports Medicine I will give students an introduction into many of the aspects of Sports Medicine and Athletic Training. It is designed for those students interested in fields such as Athletic Training, Physical Therapy, Nursing, Nutrition, Physiology, Kinesiology, and other medical-related fields. The course will include class work and hands-on practical applications of Sports Medicine in a lab environment. Study will also include safety, injury prevention, first aid, CPR, emergency procedures, treatment and rehabilitation of common injuries, and taping and bracing techniques.

### **Sports Medicine II**

**Grades: 10-12 Unit: 1**

**Prerequisites: Sports Medicine I and Anatomy/Physiology**

Sports Medicine II emphasizes the in-depth study of Sports Medicine and Athletic Training. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in athletics. Specific, detailed anatomy of these conditions and injuries will be discussed. In addition, use of therapeutic modalities and exercise in the rehabilitation of these injuries will be covered. Advanced concepts related to the development and administration of a sports medicine program will also be a part of the course. This course is designed for students with a strong desire to work in health care related fields.

### **School-Based Service Learning**

**Grades: 11-12 Unit: 1**

Service Learning engages students in service to their school or community as a means of enriching their academic learning, promoting personal growth, and helping to develop the skills needed for productive citizenship. Service Learning fills the developmental and learning needs of the student while filling the needs of the school and community. Juniors may enter the program during the spring semester of their junior year. Juniors are commonly placed with faculty personnel at Landrum High School and act as a teacher's assistant. Seniors involved in Service Learning and not participating in AmeriCorps will be placed at a community service industry in the area; therefore, it is important that seniors in the program have a means of transportation to travel to and from their placement.

## AmeriCorps

### **Grade: 12 Unit: 1**

Any student who is seventeen years old, interested in volunteer work, and has service learning is eligible to become a member of the Foothills AmeriCorps Program. This is a district program that requires the students to volunteer and in exchange for their work, students will receive a monthly stipend as well as a voucher issued to the college of their choice.

- Must be high school senior
- Be at least 17 years of age by the end of October 2009
- Enroll in the service learning class at LHS for the entire year
- Willing to volunteer a total of 300 hours over the course of the 2009-2010 school year
- Provide tutoring in the area of reading so as to help ensure the academic success of our students in Spartanburg County School District One
- Be trained in CPR and first aid
- Help plan, organize, and implement at least 6 “Community Outreach” programs in our district
- Organize disaster teams in the high schools, middle and elementary schools in our district
- Seek to recruit new members and volunteers for the program
- Complete District 1 employment process
- Pass the exit exam prior to enrolling in AmeriCorps
- 3 Teacher recommendations
- Must have transportation, be reliable, and have a positive attitude
- Meet all AmeriCorps deadlines
- Students will receive a monthly stipend from September through April. Upon completion of 300 volunteer hours, students will receive a \$1,000 education award to be used at the University or Technical College of the student’s choice

## Teacher Cadet Honors

### **Grades: 11 or 12 Unit: 1**

**Prerequisite: A GPA of at least 3.0 on the SC UGS, enrollment in a college preparatory curriculum, and teacher recommendation. The course can be taken only one year for credit.**

The Teacher Cadet Program is an introduction into the teaching profession. This state program’s purpose is to encourage students with high academic achievements and the personality traits needed in education to consider teaching as a career. Students are exposed to the learning process, the educational system’s structure, and the fundamentals of teaching and planning. Through class discussions, oral and written projects, reports, observations, and participation in a district classroom, the students will develop learning skills and evaluate their desire to become a teacher.

## Bible

### **Grades: 11-12 Unit: 1 (elective)**

This course is offered through the District One Released Time program and will be held at a convenient off-campus location. Transportation will be provided. Students must have written permission from a parent to participate. The students will explore the Bible from cover to cover supported by the new, engaging academic text, *The Bible and Its Influence*. In addition to learning how the Bible has helped shape history, culture, the arts, and literature, the main goal of the class will be to help students apply the relevance of the Bible to their own life experiences. Through projects and service activities, the students will strengthen their character and develop strong moral leadership skills to confront the issues of today’s changing world.

# VISUAL AND PERFORMING ARTS

These courses include those offered in the department of Art, Music and Drama. A well-rounded education includes courses from the Visual and Performing Arts. College and Universities look for well-rounded students. There is also evidence to suggest those students who are involved in visual and performing arts do better in core academic subjects and on college entrance exams.

## VISUAL ARTS

Four years of art are possible for any interested student. These programs are designed for students who wish to broaden their creative base and knowledge in the arts. In each program, students will be encouraged to experience all types of media, thereby giving them a choice of skills in which to express themselves. Students will develop manipulative and organizational skills in using art media effectively to translate ideas, feelings, and concepts. With these skills, the students will begin to clarify their own aesthetic values and learn to appreciate the difference in the aesthetic value of others. They will extend their aesthetic perceptions by selecting, analyzing, and evaluating complex aesthetic qualities in works of art, nature, and objects in the total environment. Students' interest in artists and art forms are encouraged and shared so that their aesthetic responses are broadened and enhanced.

### Art I

**Grades: 9-12 Unit: 1**

Art I introduces students to the four content areas of visual arts: art production, art history, aesthetics, and art criticism. Students begin where they are creatively and explore widely varied activities that will lead to increased skills and understanding in the content areas. A variety of media, techniques, and processes are introduced, allowing students to build a knowledge base of skills through their unique experiences. Students are expected to solve art problems, learn art terms, write reflections, conduct research, use technology, and take quizzes, tests, and exams. Students assess their work by making aesthetic judgments about visual relationships based on learned aesthetic values to improve art production. These assessments will be both verbal and written. A variety of artists, cultures, and genres will be studied.

### Art II

**Grades: 10-12 Unit: 1**

**Prerequisite: Art I grade of B or above**

Art II further develops students' skills in the four content areas: art production, art history, aesthetics, and art criticism. Students continue to add to their knowledge base, exploring two- and three-dimensional media with higher levels of skill in composition and techniques. Problem solving, critical and creative thinking skills are stressed. Art II students are involved in researching and writing about artists, art periods, and artistic styles. Additional skills are developed in analysis, interpretation, and judgment of aesthetic qualities in works of art. These assessments are both verbal and written.

### **Art III Honors**

**Grades: 11-12      Unit: 1**

**Prerequisite: Art II grade of 90 and/or teacher recommendation**

Art III Honors provides a continuation of Art II concepts and media use. Students are expected to perform beyond Art II experiments and will receive, according to their strengths, a program of specially-designed projects to challenge their strong areas of interest. A high level of technical skill is requisite in design and composition. The ability to solve visual arts problems with original solutions is necessary at this level. Research, writing, and use of art terminology will be part of the course, as well as the continuation of art history explorations and reflections with emphasis placed on analysis and judgment of aesthetics. Advanced students begin compilation of a portfolio.

### **Art IV Honors**

**Grades: 12      Unit: 1**

**Prerequisite: Art III Honors grade of 90 and/or teacher recommendation**

Art IV Honors is designed for advanced senior art students. The student is guided in the study of art and artists with the goal of developing a personal style in his or her own special area of interest without submitting it to the AP College Board. Major emphasis is placed upon the compilation of a strong portfolio that demonstrates the advanced conceptual and technical skills required in designing, drawing, printmaking, painting, sculpture, and ceramics. Proficiency in drawing skills and the ability to formulate creative ideas and solutions is essential.

### **Art Appreciation IV Honors**

**Grades: 11-12      Unit: 1**

**Prerequisite: Art III Honors and/or art instructor approval**

Art Appreciation IV Honors is a course designed to prepare students for the Advanced Placement Studio Art Drawing Portfolio. Students develop ideas for a theme or concentration and work on the Breadth section of the AP portfolio. The teacher suggests assignment ideas for the Breadth section and works extensively with the student in developing a theme for the Concentration section of the AP portfolio.

### **Art Advanced Placement Studio Drawing: Concentration**

**Grades: 11-12      Unit 1**

**Prerequisite: Art Appreciation IV Honors and art instructor approval**

Art AP is a course designed to help students develop a strong portfolio, which will be evaluated by the College Board in order to earn college credit (3 hours in Art Appreciation). Students must be highly motivated as they develop a portfolio which focuses on a theme. Successful portfolios are ones in which technical ability is strong and thoughts and expressions on the student-developed theme are executed well. The teacher serves as the facilitator as the student decides what theme to study and what ideas to use to develop the theme.

**Art Advanced Placement 2-D Design: Concentration**

**Grades: 11-12 Unit: 1**

**Prerequisite: Art Appreciation IV Honors and art instructor approval**

Art AP is a course designed to help students develop a strong portfolio, which will be evaluated by the College Board in order to earn college credit (3 hours in Art Appreciation). Students must be highly motivated as they develop a portfolio which focuses on a theme. Successful portfolios are ones in which technical ability is strong and thoughts and expressions on the student-developed theme are executed well. The teacher serves as the facilitator as the student decides what theme to study and what ideas to use to develop the theme.

# PERFORMING ARTS

District One offers musical experiences and training in a variety of classroom and performance settings. The mission of the music program is to develop musical independence in our students and encourage life-long musical experiences. Because music is an integral part of every society, including formal musical training as part of their total educational program can enrich the lives of all students. Through music education, students gain an awareness of historical and cultural heritage, and they learn to perceive, create and value good music.

## Music Appreciation-Dual Credit Course

**Prerequisite:** Prior approval by the principal, See Dual Credit Policy

**Grades 11-12     Unit: 1**

This course is an introduction to the study of music with focus on the elements of music and their relationships, the musical characteristics of representative works and composers, common musical forms and genres of various western and non-western historical style periods, and appropriate listening experiences.

# CHORUS

## Concert Chorus

**Grades: 9-12     Unit: 1**

**Prerequisite:** Membership in Middle school chorus and /or determined by instructor through audition.

Students will explore various styles of music through choral performance. Students will develop basic choral techniques and sight-singing skills. Students will explore the structure of music through the study of music theory. This performing ensemble will sing choral literature up to a difficulty level of 4 (on a scale of 1 to 6) at school, community concerts and choral competitions. **Some after school rehearsals and performances are required. A fee is required for this course.**

# BAND

## Band Fall

**Grades: 9-12**      **Unit: 1**

**Prerequisite: Middle school band or equivalent, as determined by instructor.**

Students will continue to develop proficiency on their instruments (winds and percussion) while studying various styles of music. Students will explore music theory, music history, and acoustics, and will do one research project. **Students will be required to participate in public performances, at least one of which will be after school.** Students who enroll in this class are eligible, but not required, to participate in the Marching Band.

## Band Spring

**Grade: 9-12**      **Unit: 1**

**Prerequisite: Advanced Band or consent of instructor.**

Students will continue to develop proficiency on their instruments (winds or percussion) while studying various styles of music. Students will explore music theory and music history and will do one research project. **Students will be required to participate in several public performances, many of which will be after school.** Students who enroll in this class are eligible, but not required, to participate in the Marching Band.

# STRINGS

## Strings/Orchestra Fall

**Grades: 9-12**      **Unit: 1**

**Prerequisite: Middle school strings course or equivalent as determined by instructor**

Students will continue to develop an increased proficiency on their string instrument while studying various styles of music. Students will progress at their own level within the class. Music is selected from various musical periods and will be more challenging and advanced.

This is a performance-based class. **Students will be required to participate in several public performances, many of which will be after school.** Some music history and theory will also be taught. Practice at home is required. (Guitar is not taught in this class.) **Students must perform in the district's orchestra as well as several times throughout the school year for school and community functions.**

## Strings/Orchestra Spring

**Grades: 9-12**      **Unit: 1**

**Prerequisite: Middle school strings course or equivalent as determined by instructor**

Students will continue to develop an increased proficiency on their string instrument while studying various styles of music. Students will progress at their own level within the class. Music is selected from various musical periods and will be more challenging and advanced.

This is a performance-based class. **Students will be required to participate in several public performances, many of which will be after school.** Some music history and theory will also be taught. Practice at home is required. (Guitar is not taught in this class.) **Students must perform in the district's orchestra as well as several times throughout the school year for school and community functions.**

# DRAMA

## Drama I

### Grades 9-12 Unit:1

Students will develop and refine speaking skills while becoming familiar with the conventions, practices, and terminology of the theater. Students will improve their presentation skills through the study of improvisation, pantomime, diction, and acting. Students will perform a variety of assignments in front of the class, and the entire class will put together a production for public performance. Students will also read scripts and view films to analyze structural elements, analyze characterizations, and evaluate performances. Some after school rehearsals and performances may be required.

# ARMY JROTC

**Course Scope:** The mission of Army JROTC is “to motivate young people to be better citizens.” The program is a stimulus for promoting graduation from high school. It is not a recruiting tool for the Armed Forces (there is no military obligation); however, satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces. Several components of the course have been identified for college credit for cadets completing specified requirements. The Army JROTC Program of Instruction (POI) focuses on the development of better citizens by building skill in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The Program is the centerpiece of the Department of Defense’s commitment to America’s Promise for Youth through its emphasis on service learning, community service and teen anti-drug efforts.

**Program Outcomes:** The following Program Outcomes describe what JROTC cadets will know and be able to do upon successful completion of the JROTC program.

1. Maximize potential for success through learning and self-management
2. Develop leadership skills
3. Incorporate principles of mental and physical wellness into behaviors and decisions
4. Build effective relationships with peers, co-workers, and the community
5. Apply physical and political geography to building global awareness
6. Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
7. Relate events in U.S. history to choices and responsibilities Americans have today
8. Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society

**Core Abilities:** The JROTC Core Abilities describe the broad, life-long skills that every cadet needs for success in all career and life roles. Core Abilities are linked to lesson competencies and integrated throughout the JROTC curriculum.

1. Build your capacity for life-long learning
2. Communicate using verbal, non-verbal, visual, and written techniques
3. Take responsibility for your actions and choices
4. Do your share as a good citizen in your school, community, country, and the world
5. Treat self and others with respect
6. Apply critical thinking techniques

**Co-curricular Activities:** Students enrolled in Army JROTC are highly encouraged, though not required, to participate in a variety of after-school activities. These challenging and competitive activities focus on teamwork and leader development and make the overall JROTC experience more enjoyable and meaningful. Co-curricular activities include: Color Guard support for school and community activities; local parade support; competition drill, air rifle, orienteering, and Raider (athletic and outdoor skills) teams (against other high school JROTC programs); adventure training; overnight outings; and the week-long, summer Cadet Leadership Training Challenge.

**Expectations:** All uniforms, textbooks, and required manuals are provided at no cost to cadets. Cadets are required to properly wear and care for issued uniforms and equipment and to reimburse the government for lost or damaged equipment. Uniforms are worn for grade once a week. Cadets are expected to participate fully in Physical Training (PT) at least twice per week. Cadets are expected to provide their own running shoes and workout clothes for PT. Cadets are expected to ‘do their best’ and keep a good attitude during all classes and activities (both in and out of JROTC). Cadets are encouraged to purchase the JROTC t-shirt for wear at designated activities.

**Prerequisite:** Enrollment is limited to students who meet and maintain acceptable physical standards, (qualified for physical education in the school), standards of academic achievement, personal conduct and character as prescribed by the Army and Landrum High School.

## **LEADERSHIP AND EDUCATION TRAINING (LET) I**

**Grades: 9-12 Unit 1/ Physical Education Credit**

**Prerequisite: Students must have completed the eighth grade and be enrolled in the high school full-time.**

The LET 1 course is drawn from four core (dictated by the Army) subject areas and a variety of elective (selected by instructors) subject areas. Core subjects include: Citizenship in Action, Leadership Theory and Application, Foundations for Success (self-awareness, learning styles, study skills, communication skills and conflict resolution) and Service Learning. Elective subject areas include physical training and development, drill and ceremony, rappelling and ropes (confidence) course activities and introduction to map reading/ land navigation. Cadets receive orientation, training and practice in leadership skills, physical conditioning and wellness, effective communication, self-discipline and teamwork. This is the foundation course for all subsequent JROTC courses.

## **LEADERSHIP AND EDUCATION TRAINING (LET) 2**

**Grades: 9-12 Unit 1/ Social Studies Elective Credit**

**Prerequisite: LET 1; instructor approval.**

The LET 2 course includes studies in four core subject areas (Wellness, Fitness and First Aid (nutrition, first aid for emergency and non-emergency situations, injury prevention, and drug awareness), Geography and Earth Science, Citizenship in American History and Government (citizenship skills, citizen roles, foundations of the American political system, Constitution and Bill of Rights), and Service Learning) as well as continued development in leadership, drill and ceremony, physical fitness, rappelling and ropes course activities and land navigation.

## **LEADERSHIP AND EDUCATION TRAINING (LET) 3**

**Grades: 10-12 Unit 1**

**Prerequisite: LET 1; LET 2 preferred; instructor approval.**

The LET 3 course includes studies in five core subject areas (Citizenship in Action, Leadership Theory and Application (leadership strategies and leading others), Foundations for Success (presenting skills, managing conflict, career planning, planning skills, social responsibility, and financial planning), Citizenship in American History and Government (critical thinking), and Service Learning) and continued development and practice in leadership, drill and ceremony, physical fitness, rappelling and ropes course activities and orienteering.

## **LEADERSHIP AND EDUCATION TRAINING (LET) 4**

**Grades: 10-12 Unit 1**

### **LEADERSHIP AND EDUCATION TRAINING (LET) 4 HONORS**

**Grades: 10-12 Unit 1/ Honors Course**

**Prerequisite: LET 1-3; instructor approval. Students in the honors option must have a minimum 3.0 GPA overall and a minimum 3.5 GPA in JROTC courses.**

The LET 4 course includes advanced studies in four core subject areas (Citizenship in Action, Leadership Theory and Application (leadership principles), Foundations for Success (financial planning, teaching skills), and Service Learning) as well as continued development and practical application in leadership positions, drill and ceremony, physical fitness, rappelling and ropes course activities, wilderness survival skills and orienteering. Students in the honors option will also be required to complete a semester research project on an approved topic and make a formal project presentation to the class and instructors. The project may be a research paper, scientific analysis or a major service project with written summary and personal reflection.

### **LEADERSHIP AND EDUCATION TRAINING (LET) 5 HONORS**

**Grades: 11-12 Unit 1/ Honors Course**

### **LEADERSHIP AND EDUCATION TRAINING (LET) 6 HONORS**

**Grades: 11-12 Unit 1/ Honors Course**

**Prerequisite: LET 1-4; JROTC Cadet Leadership Training Challenge (summer camp) attendance (waiver able by SAI), instructor approval, minimum 3.0 GPA (all courses) and a 3.5 GPA in JROTC courses, maximum of six students per semester (two students assigned to each lower LET class).**

Students selected for these leadership honors courses will be scheduled in regular JROTC periods and will serve both as company (class) leaders and lab assistants. This hands-on experience affords students the opportunity to apply leadership and management lessons from previous JROTC courses. Students will assist and/or lead in the presentation of drill, physical training and other class activities. They will present supervised classroom instruction to other cadets, and receive special instruction from course instructors concerning staff procedures, the chain of command, and procedures for managing the JROTC program. These honors students will also plan and execute an approved Service Learning Project. Students approved for these courses are expected to be available in excess of normal class time (i.e. for occasional before/ after school meetings, weekend trips/ activities.) They will also be expected to maintain passing grades in all other courses/ subject areas, have and maintain a superior discipline record, and have an above average record in their JROTC courses and JROTC co-curricular program activities.

### **LEADERSHIP AND EDUCATION TRAINING (LET) 7 HONORS**

**Grades: 11-12 Unit 1/ Honors Course**

### **LEADERSHIP AND EDUCATION TRAINING HONORS (LET) 8 HONORS**

**Grades: 11-12 Unit 1/ Honors Course**

**Prerequisite: LET 1-4, LET 5 or 6 preferred, attendance at a JROTC Cadet Leadership Training Challenge (summer camp), minimum 3.0 GPA (all courses) and a 3.5 GPA in JROTC courses, instructor approval, maximum of eight students allowed.**

Students selected for these leadership and management honors courses will serve as primary cadet senior leadership (commander, executive officer, command sergeant major, primary staff) in the cadet battalion organization. This hands-on experience affords cadets the opportunity to apply leadership and management lessons from previous JROTC courses. Students will be assigned a specific functional area responsibility, taught how to perform and manage their duties and responsibilities, and be expected to conduct the actual planning, decision-making, coordination, control and execution of cadet activities for the semester/ school year. Students will be required to use their leadership, communication, organizational, and personal interaction skills in the performance of their duties. These honors students will also plan and execute an approved Service Learning Project. Students approved for these courses are expected to be available in excess of normal class time (i.e. for occasional before/ after school meetings, weekend trips/ activities.) They will also be expected to maintain passing grades in all other courses/ subject areas, have and maintain a superior discipline record, and have an above average record in their JROTC courses and JROTC co-curricular program activities.

# INDUSTRIAL TECHNOLOGY EDUCATION

The industrial technology education courses are non-occupational in that they do not prepare students for a specific career. The courses are designed as exploratory courses to prepare students to be knowledgeable about technology – its evolution, systems, technologies, utilization, and social and cultural significance. Students are challenged to discover, create, solve problems, and construct solutions by using a variety of tools, machines, computer systems, materials, processes and technological systems.

## Industrial Technology I

**Grades: 9-12    Unit: 1**

Industrial Technology I provides students with technical orientation and exploration assisting them in making meaningful educational and occupational choices. IT-I is organized into four basic clusters: Communication, Manufacturing, Construction Power, Energy and Transportation. IT-I can help students to know and appreciate the importance of technology; apply tools, materials, processes and technical concepts safely and efficiently; discover and develop individual talents; apply problem solving techniques and creative abilities; deal with forces that influence the future; adjust to the changing environment; and to become a wiser consumer and make informed career choices. Hands-on experience in drafting, CAD, computer animation, video production, CNC, robotics, engineering design, digital photography, computer control technology, and transportation are just some of the activities completed during the course. Modeling techniques are used to enhance the students' learning experiences. **This course requires a \$7.00 lab fee.**

## Industrial Technology II

**Grades: 9-12    Unit: 1**

**Prerequisites: Industrial Technology I**

Industrial Technology II provides a continuation of activities designed to increase the student's ability to solve problems and further increase the student's knowledge of the importance of technology. The student will be able to continue to develop his or her abilities by completing advanced activities related to the four technology clusters. **This course requires a \$7.00 lab fee.**

# **SWOFFORD PROGRAM OFFERINGS**

## **GENERAL INFORMATION**

Courses at Swofford Career Center are open to all students enrolled in the 10th, 11th, and 12th grades at Landrum and Chapman High Schools in Spartanburg County School District One and Chesnee and Boiling Springs High Schools in Spartanburg County School District Two. Enrollment for each program is limited. Admission priorities will be determined by grade level for each course. To enroll in a course at Swofford, a student should receive a course request form during registration at the home high school. This form should be completed and returned to the guidance office in the high school by the designated date. Students may confer with the career center counselor prior to registration. The career center counselor, in cooperation with the high school counselor, will assist the student in recognizing goals, interests, and abilities by reviewing the student's Individual Graduation Plan (IGP).

## **FEES**

Due to the intense "hands-on" nature of our programs each student attending Swofford must pay \$5.00 material fee per semester. (This fee is in addition to any fees, which are charged at the home high school or required by the Swofford program.) Swofford Career Center programs which require additional fees are: Auto Collision Repair, Cosmetology, Engineering Graphics, Health Science Technology, Welding.

## **CERTIFICATIONS AND LICENSE**

Swofford Career Center allows students to achieve certification and license through the following programs:  
Cosmetology - South Carolina State Cosmetology License  
CNA - Certified Nurses Assistant  
Pharmacy Technician  
A+ - A+ Certification

## **ENROLLMENT INFORMATION**

Enrollment questions will be resolved by considering: career plans for the student; the grade level; student academic, attendance and discipline record; and as a last resort considering redesigning curriculum to meet student needs. Swofford does not deny access to any program however, due to over enrollment a student may not receive his/her first choice. Second and third choices are usually available. The Director of the Center with the approval of Superintendents of Districts One and Two will deal with unique questions involving enrollment.

**See separate Swofford guide for programs of study and full course guide.**

# **Standards for High School Gateway Courses**

## **Algebra I Standards**

In Algebra I, students build upon the mathematical understandings that are addressed in prekindergarten through the eighth grade. Students will

- use symbolic reasoning to represent mathematical situations, to express generalizations, and to study relationships among quantities;
- use functions to represent and model problem situations as well as to analyze and interpret relationships;
- set up equations in a wide range of situations and use a variety of methods to solve them; and
- use problem solving, representation, reasoning and proof, language and communication, and connections both within and outside mathematics.

In Algebra I, hand-held graphing calculators are required as part of instruction and assessment. Students should use a variety of representations (concrete, numerical, algorithmic, graphical), tools (matrices, data), and technologies to model mathematical situations to solve meaningful problems. The technologies include, but are not limited to, powerful and accessible hand-held calculators as well as computers with graphing capabilities.

## **I. Understanding Functions**

### **A. Relationships**

1. Describe independent and dependent quantities in functional relationships.
2. Gather and record data or use data sets to determine functional (systematic) relationships between quantities.
3. Describe functional relationships for given problem situations and write equations, inequalities, and recursive relations to answer questions arising from the situations.
4. Represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities including representations involving computer algebra systems, spreadsheets, and graphing calculators.
5. Make judgments about units of measure and scales within a system and between systems.
6. Interpret and make inferences from explicit and recursive functional relationships.

### **B. Linear and Quadratic Functions and Data Representations**

1. Identify and sketch the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions.
2. For a variety of situations, identify and determine reasonable domain and range values for given situations.
3. Interpret situations in terms of given graphs or create situations that fit given graphs.
4. Represent, display, and interpret data using scatter plots, bar graphs, stem-and-leaf plots, and box-and-whiskers diagrams, including representations on graphing calculators and computers.
5. Write a linear equation that fits a data set, check the model for “goodness of fit,” and make predictions using the model.

### **C. Generalizations, Algebraic Symbols, and Matrices**

1. Read, write, and represent very large and very small numbers in a variety of forms including exponential.
2. Use unit analysis to check measurement computations.
3. Given situations, determine patterns and represent generalizations algebraically.

4. Use symbolic representation, reasoning, and proof to verify statements about numbers.
  5. Recognize and justify the relationship between the magnitude of a number and the application of specific operations.
  6. Identify and use properties related to operations with matrices (addition, subtraction, and scalar multiplication) to solve applied problems.
- D. Algebraic Expressions in Problem Solving Situations
1. Find specific function values and evaluate expressions.
  2. Simplify polynomial expressions and perform polynomial arithmetic.
  3. Transform and solve equations and inequalities, factoring as necessary in problem situations.
  4. Given a problem situation, determine whether to use a rough estimate, an approximation, or an exact answer. Select a suitable method of computing from techniques such as the use of mental mathematics, paper-and-pencil combinations, calculators, and computers.
  5. Use supporting data to explain why a solution is mathematically reasonable.
  6. Use the commutative, associative, and distributive properties to simplify algebraic expressions.

## II. Linear Functions

### A. Representations

1. Determine whether or not given situations can be represented by linear functions.
2. Based on the constraints of the problem, determine the domain and range values for linear functions.
3. Translate among and use algebraic, tabular, graphical, or verbal descriptions of linear functions using computer algebra systems, spreadsheets, and graphing calculators.

### B. Interpretations

1. Develop the concept of slope as rate of change and determine slope from graphs, tables, and algebraic representations.
2. Interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.
3. With and without using a graphing calculator, investigate, describe, and predict the effects of changes in  $m$  and  $b$  on the graph of  $y = mx + b$ .
4. Graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and  $y$ -intercept.
5. Determine the intercepts of linear functions from graphs, tables, and algebraic representations.
6. With and without using a graphing calculator, interpret and predict the effects of changing slope and  $y$ -intercept in applied situations.
7. Relate direct variation to linear functions and solve problems involving proportional change.

### C. Equations and Inequalities

1. Analyze situations involving linear functions and formulate linear equations or inequalities to solve problems.
2. Investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality; select a method and solve the equations and inequalities.
3. Use the commutative, associative, distributive, equality, and identity properties to justify the steps in solving equations and inequalities.
4. Using concrete models for given contexts, interpret and determine the reasonableness of solutions to linear equations and inequalities.

### D. Systems of Linear Equations

1. Analyze situations and formulate systems of linear equations to solve problems.

2. Solve systems of linear equations using concrete models, graphs, tables, and algebraic methods including computer algebra systems, spreadsheets, and graphing calculators.
3. For given contexts, interpret and determine the reasonableness of solutions to systems of linear equations.

### III. **Quadratic and Other Functions**

#### A. Quadratic Functions

1. Given the constraints of the problem, determine the domain and range values for quadratic functions.
2. With and without using a graphing calculator, investigate, describe, and predict the effects of changes in the coefficient  $a$  on the graph of  $y = ax^2$ .
3. With and without using a graphing calculator, investigate, describe, and predict the effects of changes in the constant  $c$  on the graph of  $y = x^2 + c$ .
4. For problem situations, analyze graphs of quadratic functions and draw conclusions.
5. Solve quadratic equations using concrete models, tables, graphs, and algebraic methods that include factoring and using the quadratic formula as well as computer algebra systems, spreadsheets, and graphing calculators.
6. Relate the solutions of quadratic equations to the roots of their functions.

#### B. Other Functions

1. Use patterns to generate the laws of exponents and apply the laws of exponents in problem-solving situations.
2. Analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods as well as computer algebra systems, spreadsheets, and graphing calculators.
3. Analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods as well as computer algebra systems, spreadsheets, and graphing calculators.

## English 1

### READING

#### Understanding and Using Literary Texts

**Standard E1-1** The student will read and comprehend a variety of literary texts in print and non print formats.

Students in English 1 read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

#### Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.
- E1-1.2 Analyze the impact of point of view on literary texts.
- E1-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
- E1-1.4 Analyze the relationship among character, plot, and theme in a given literary text.
- E1-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
- E1-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
- E1-1.7 Carry out independent reading for extended periods of time to derive pleasure.

## English 1

### READING

#### Understanding and Using Informational Texts

**Standard E1-2** The student will read and comprehend a variety of informational texts in print and non print formats.

Students in English 1 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **non print informational texts**.

#### Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-2.1 Compare/contrast theses within and across informational texts.
- E1-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
- E1-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.
- E1-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
- E1-2.5 Carry out independent reading for extended periods of time to gain information.
- E1-2.6 Analyze the impact that text elements have on the meaning of a given informational text.
- E1-2.7 Analyze information from graphic features such as charts and graphs in informational texts.
- E1-2.8 Analyze informational texts to identify propaganda techniques.

## English 1

### READING

#### Building Vocabulary

**Standard E1-3** The student will use word analysis and vocabulary strategies to read fluently.

#### Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
- E1-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
- E1-3.3 Interpret the connotations of words to understand the meaning of a given text.

## English 1

### WRITING

#### Developing Written Communications

**Standard E1-4** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

#### Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
- E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
- E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
- E1-4.4 Use the conventions of written Standard American English.
- E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
- E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.

## English 1

### WRITING

#### Producing Written Communications in a Variety of Forms

**Standard E1-5** The student will write for a variety of purposes and audiences.

##### Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.
- E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.
- E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.
- E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.

## English 1

### RESEARCHING

#### Applying the Skills of Inquiry and Oral Communication

**Standard E1-6** The student will access and use information from a variety of sources.

#### Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-6.1 Clarify and refine a research topic.
- E1-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
- E1-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- E1-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- E1-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.
- E1-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
- E1-6.7 Use a variety of print and electronic reference materials.
- E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

# PHYSICAL SCIENCE

## Scientific Inquiry

The skills of scientific inquiry, including a knowledge of the use of tools, will be assessed cumulatively on statewide tests. Students will therefore be responsible for the scientific inquiry indicators from all of their earlier grade levels. A table of the K–12 scientific inquiry standards and indicators is provided in appendix A.

**Standard PS-1:** The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

### Indicators

- PS-1.1 Generate hypotheses on the basis of credible, accurate, and relevant sources of scientific information.
- PS-1.2 Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- PS-1.3 Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- PS-1.4 Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- PS-1.5 Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.
- PS-1.6 Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- PS-1.7 Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- PS-1.8 Compare the processes of scientific investigation and technological design.
- PS-1.9 Use appropriate safety procedures when conducting investigations.

# PHYSICAL SCIENCE

## Chemistry: Structure and Properties of Matter

**Standard PS-2:** The student will demonstrate an understanding of the structure and properties of atoms.

### Indicators

- PS-2.1 Compare the subatomic particles (protons, neutrons, electrons) of an atom with regard to mass, location, and charge, and explain how these particles affect the properties of an atom (including identity, mass, volume, and reactivity).
- PS-2.2 Illustrate the fact that the atoms of elements exist as stable or unstable isotopes.
- PS-2.3 Explain the trends of the periodic table based on the elements' valence electrons and atomic numbers.
- PS-2.4 Use the atomic number and the mass number to calculate the number of protons, neutrons, and/or electrons for a given isotope of an element.
- PS-2.5 Predict the charge that a representative element will acquire according to the arrangement of electrons in its outer energy level.
- PS-2.6 Compare fission and fusion (including the basic processes and the fact that both fission and fusion convert a fraction of the mass of interacting particles into energy and release a great amount of energy).
- PS-2.7 Explain the consequences that the use of nuclear applications (including medical technologies, nuclear power plants, and nuclear weapons) can have.

# PHYSICAL SCIENCE

## Chemistry: Structure and Properties of Matter

**Standard PS-3:** The student will demonstrate an understanding of various properties and classifications of matter.

### Indicators

- PS-3.1 Distinguish chemical properties of matter (including reactivity) from physical properties of matter (including boiling point, freezing/melting point, density [with density calculations], solubility, viscosity, and conductivity).
- PS-3.2 Infer the practical applications of organic and inorganic substances on the basis of their chemical and physical properties.
- PS-3.3 Illustrate the difference between a molecule and an atom.
- PS-3.4 Classify matter as a pure substance (either an element or a compound) or as a mixture (either homogeneous or heterogeneous) on the basis of its structure and/or composition.
- PS-3.5 Explain the effects of temperature, particle size, and agitation on the rate at which a solid dissolves in a liquid.
- PS-3.6 Compare the properties of the four states of matter—solid, liquid, gas, and plasma—in terms of the arrangement and movement of particles.
- PS-3.7 Explain the processes of phase change in terms of temperature, heat transfer, and particle arrangement.
- PS-3.8 Classify various solutions as acids or bases according to their physical properties, chemical properties (including neutralization and reaction with metals), generalized formulas, and pH (using pH meters, pH paper, and litmus paper).

# PHYSICAL SCIENCE

## Chemistry: Structure and Properties of Matter

**Standard PS-4:** The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds.

### Indicators

- PS-4.1 Explain the role of bonding in achieving chemical stability.
- PS-4.2 Explain how the process of covalent bonding provides chemical stability through the sharing of electrons.
- PS-4.3 Illustrate the fact that ions attract ions of opposite charge from all directions and form crystal lattices.
- PS-4.4 Classify compounds as crystalline (containing ionic bonds) or molecular (containing covalent bonds) based on whether their outer electrons are transferred or shared.
- PS-4.5 Predict the ratio by which the representative elements combine to form binary ionic compounds, and represent that ratio in a chemical formula.
- PS-4.6 Distinguish between chemical changes (including the formation of gas or reactivity with acids) and physical changes (including changes in size, shape, color, and/or phase).
- PS-4.7 Summarize characteristics of balanced chemical equations (including conservation of mass and changes in energy in the form of heat—that is, exothermic or endothermic reactions).
- PS-4.8 Summarize evidence (including the evolution of gas; the formation of a precipitate; and/or changes in temperature, color, and/or odor) that a chemical reaction has occurred.
- PS-4.9 Apply a procedure to balance equations for a simple synthesis or decomposition reaction.
- PS-4.10 Recognize simple chemical equations (including single replacement and double replacement) as being balanced or not balanced.
- PS-4.11 Explain the effects of temperature, concentration, surface area, and the presence of a catalyst on reaction rates.

# PHYSICAL SCIENCE

## Physics: The Interactions of Matter and Energy

**Standard PS-5:** The student will demonstrate an understanding of the nature of forces and motion.

### Indicators

- PS-5.1 Explain the relationship among distance, time, direction, and the velocity of an object.
- PS-5.2 Use the formula  $v = d/t$  to solve problems related to average speed or velocity.
- PS-5.3 Explain how changes in velocity and time affect the acceleration of an object.
- PS-5.4 Use the formula  $a = (v_f - v_i)/t$  to determine the acceleration of an object.
- PS-5.5 Explain how acceleration due to gravity affects the velocity of an object as it falls.
- PS-5.6 Represent the linear motion of objects on distance-time graphs.
- PS-5.7 Explain the motion of objects on the basis of Newton's three laws of motion: inertia; the relationship among force, mass, and acceleration; and action and reaction forces.
- PS-5.8 Use the formula  $F = ma$  to solve problems related to force.
- PS-5.9 Explain the relationship between mass and weight by using the formula  $F_w = ma_g$ .
- PS-5.10 Explain how the gravitational force between two objects is affected by the mass of each object and the distance between them.

# PHYSICAL SCIENCE

## Physics: The Interactions of Matter and Energy

**Standard PS-6:** The student will demonstrate an understanding of the nature, conservation, and transformation of energy.

### Indicators

- PS-6.1 Explain how the law of conservation of energy applies to the transformation of various forms of energy (including mechanical energy, electrical energy, chemical energy, light energy, sound energy, and thermal energy).
- PS-6.2 Explain the factors that determine potential and kinetic energy and the transformation of one to the other.
- PS-6.3 Explain work in terms of the relationship among the force applied to an object, the displacement of the object, and the energy transferred to the object.
- PS-6.4 Use the formula  $W = Fd$  to solve problems related to work done on an object.
- PS-6.5 Explain how objects can acquire a static electric charge through friction, induction, and conduction.
- PS-6.6 Explain the relationships among voltage, resistance, and current in Ohm's law.
- PS-6.7 Use the formula  $V = IR$  to solve problems related to electric circuits.
- PS-6.8 Represent an electric circuit by drawing a circuit diagram that includes the symbols for a resistor, switch, and voltage source.
- PS-6.9 Compare the functioning of simple series and parallel electrical circuits.
- PS-6.10 Compare alternating current (AC) and direct current (DC) in terms of the production of electricity and the direction of current flow.
- PS-6.11 Explain the relationship of magnetism to the movement of electric charges in electromagnets, simple motors, and generators.

# PHYSICAL SCIENCE

## Physics: The Interactions of Matter and Energy

**Standard PS-7:** The student will demonstrate an understanding of the nature and properties of mechanical and electromagnetic waves.

### Indicators

- PS-7.1 Illustrate ways that the energy of waves is transferred by interaction with matter (including transverse and longitudinal/compressional waves).
- PS-7.2 Compare the nature and properties of transverse and longitudinal/compressional mechanical waves.
- PS-7.3 Summarize characteristics of waves (including displacement, frequency, period, amplitude, wavelength, and velocity as well as the relationships among these characteristics).
- PS-7.4 Use the formulas  $v = f \lambda$  and  $v = d/t$  to solve problems related to the velocity of waves.
- PS-7.5 Summarize the characteristics of the electromagnetic spectrum (including range of wavelengths, frequency, energy, and propagation without a medium).
- PS-7.6 Summarize reflection and interference of both sound and light waves and the refraction and diffraction of light waves.
- PS-7.7 Explain the Doppler effect conceptually in terms of the frequency of the waves and the pitch of the sound.

# Biology

## Overview

The biology standards provide students with a basic knowledge of living organisms and the interaction of these organisms with the natural world. The standards establish the scientific inquiry skills and core content for all biology courses in South Carolina schools. Biology courses should serve as the foundation for higher-level science courses and should give students the science skills necessary for life science–related technical careers.

Teachers, schools, and districts should use these standards to make decisions concerning the structure and content of Biology 1 and Applied Biology 1 and 2. Educators must also determine how all biology courses in their schools, as well as individual classes, may go beyond the standards. These decisions will involve choices regarding additional content, activities, and learning strategies and will depend on the objectives of the particular courses. All biology courses must include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning.

All biology courses are laboratory courses (minimum of 30 percent hands-on investigation). Biology laboratories will need to be stocked with all of the materials and apparatuses necessary to complete investigations.

The standards in the biology core area will be the basis for the development of the items on the state-required end-of-course examination for Biology 1 and Applied Biology 2. The skills and tools listed in the scientific inquiry sections will be assessed independently from the content knowledge in the respective grade or high school core area under which they are listed. Moreover, scientific inquiry standards and indicators will be assessed *cumulatively*. Therefore, as students progress through the grade levels, they are responsible for the scientific inquiry indicators—including a knowledge of the use of tools—in all their earlier grades. A table of the scientific inquiry standards and indicators for kindergarten through grade twelve is provided in appendix A, which teachers are urged to print out and keep as a ready reference.

# BIOLOGY

## Scientific Inquiry

The skills of scientific inquiry, including a knowledge of the use of tools, will be assessed cumulatively on statewide tests. Students will therefore be responsible for the scientific inquiry indicators from all of their earlier grade levels. A table of the K–12 scientific inquiry standards and indicators is provided in appendix A.

**Standard B-1:** The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

### Indicators

- B-1.1 Generate hypotheses based on credible, accurate, and relevant sources of scientific information.
- B-1.2 Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- B-1.3 Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- B-1.4 Design a scientific investigation with appropriate methods of control to test a hypothesis (including independent and dependent variables), and evaluate the designs of sample investigations.
- B-1.5 Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.
- B-1.6 Evaluate the results of a controlled scientific investigation in terms of whether they refute or verify the hypothesis.
- B-1.7 Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- B-1.8 Compare the processes of scientific investigation and technological design.
- B-1.9 Use appropriate safety procedures when conducting investigations.

# BIOLOGY

**Standard B-2:** The student will demonstrate an understanding of the structure and function of cells and their organelles.

## Indicators

- B-2.1 Recall the three major tenets of cell theory (all living things are composed of one or more cells; cells are the basic units of structure and function in living things; and all presently existing cells arose from previously existing cells).
- B-2.2 Summarize the structures and functions of organelles found in a eukaryotic cell (including the nucleus, mitochondria, chloroplasts, lysosomes, vacuoles, ribosomes, endoplasmic reticulum [ER], Golgi apparatus, cilia, flagella, cell membrane, nuclear membrane, cell wall, and cytoplasm).
- B-2.3 Compare the structures and organelles of prokaryotic and eukaryotic cells.
- B-2.4 Explain the process of cell differentiation as the basis for the hierarchical organization of organisms (including cells, tissues, organs, and organ systems).
- B-2.5 Explain how active, passive, and facilitated transport serve to maintain the homeostasis of the cell.
- B-2.6 Summarize the characteristics of the cell cycle: interphase (called G1, S, G2); the phases of mitosis (called prophase, metaphase, anaphase, and telophase); and plant and animal cytokinesis.
- B-2.7 Summarize how cell regulation controls and coordinates cell growth and division and allows cells to respond to the environment, and recognize the consequences of uncontrolled cell division.
- B-2.8 Explain the factors that affect the rates of biochemical reactions (including pH, temperature, and the role of enzymes as catalysts).

## BIOLOGY

**Standard B-3:** The student will demonstrate an understanding of the flow of energy within and between living systems.

### Indicators

- B-3.1 Summarize the overall process by which photosynthesis converts solar energy into chemical energy and interpret the chemical equation for the process.
- B-3.2 Summarize the basic aerobic and anaerobic processes of cellular respiration and interpret the chemical equation for cellular respiration.
- B-3.3 Recognize the overall structure of adenosine triphosphate (ATP)—namely, adenine, the sugar ribose, and three phosphate groups—and summarize its function (including the ATP-ADP [adenosine diphosphate] cycle).
- B-3.4 Summarize how the structures of organic molecules (including proteins, carbohydrates, and fats) are related to their relative caloric values.
- B-3.5 Summarize the functions of proteins, carbohydrates, and fats in the human body.
- B-3.6 Illustrate the flow of energy through ecosystems (including food chains, food webs, energy pyramids, number pyramids, and biomass pyramids).

# BIOLOGY

**Standard B-4:** The student will demonstrate an understanding of the molecular basis of heredity.

## Indicators

- B-4.1 Compare DNA and RNA in terms of structure, nucleotides, and base pairs.
- B-4.2 Summarize the relationship among DNA, genes, and chromosomes.
- B-4.3 Explain how DNA functions as the code of life and the blueprint for proteins.
- B-4.4 Summarize the basic processes involved in protein synthesis (including transcription and translation).
- B-4.5 Summarize the characteristics of the phases of meiosis I and II.
- B-4.6 Predict inherited traits by using the principles of Mendelian genetics (including segregation, independent assortment, and dominance).
- B-4.7 Summarize the chromosome theory of inheritance and relate that theory to Gregor Mendel's principles of genetics.
- B-4.8 Compare the consequences of mutations in body cells with those in gametes.
- B-4.9 Exemplify ways that introduce new genetic characteristics into an organism or a population by applying the principles of modern genetics.

# BIOLOGY

**Standard B-5:** The student will demonstrate an understanding of biological evolution and the diversity of life.

## Indicators

- B-5.1 Summarize the process of natural selection.
- B-5.2 Explain how genetic processes result in the continuity of life-forms over time.
- B-5.3 Explain how diversity within a species increases the chances of its survival.
- B-5.4 Explain how genetic variability and environmental factors lead to biological evolution.
- B-5.5 Exemplify scientific evidence in the fields of anatomy, embryology, biochemistry, and paleontology that underlies the theory of biological evolution.
- B-5.6 Summarize ways that scientists use data from a variety of sources to investigate and critically analyze aspects of evolutionary theory.
- B-5.7 Use a phylogenetic tree to identify the evolutionary relationships among different groups of organisms.

# BIOLOGY

**Standard B-6:** The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments.

## Indicators

- B-6.1 Explain how the interrelationships among organisms (including predation, competition, parasitism, mutualism, and commensalism) generate stability within ecosystems.
- B-6.2 Explain how populations are affected by limiting factors (including density-dependent, density-independent, abiotic, and biotic factors).
- B-6.3 Illustrate the processes of succession in ecosystems.
- B-6.4 Exemplify the role of organisms in the geochemical cycles (including the cycles of carbon, nitrogen, and water).
- B-6.5 Explain how ecosystems maintain themselves through naturally occurring processes (including maintaining the quality of the atmosphere, generating soils, controlling the hydrologic cycle, disposing of wastes, and recycling nutrients).
- B-6.6 Explain how human activities (including population growth, technology, and consumption of resources) affect the physical and chemical cycles and processes of Earth.

## **HIGH SCHOOL CORE AREA**

# **United States History and the Constitution**

**Standard USHC-1:** The student will demonstrate an understanding of the settlement of North America.

### **Indicator**

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences. (H, E, P, G)

## HIGH SCHOOL CORE AREA

### United States History and the Constitution

**Standard USHC-2:** The student will demonstrate an understanding of the establishment of the United States as a new nation.

#### Sample Classroom Activities for Standard USHC-1

- USHC-1.1 Create a multimedia presentation that examines two or more sponsors of European overseas exploration. Summarize their backgrounds, compare their motives, and include the aspects of national and religious rivalries.
- USHC-1.1 Create a graphic organizer that displays the distinct characteristics of each colonial region in America.

#### Indicators

- USHC-2.1 Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors. (P, H)
- USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E)
- USHC-2.3 Explain the development and effectiveness of the Articles of Confederation. (H, P)
- USHC-2.4 Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution. (H, P)
- USHC-2.5 Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters. (P, H)
- USHC-2.6 Compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system. (P, H, E)
- USHC-2.7 Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall's precedent-setting decisions such as that in *Marbury v. Madison*. (H, P)

### **Sample Classroom Activities for Standard USHC-2**

USHC-2.1 Create a chart that illustrates the political rights of citizens of the American colonies. Include how gender, property ownership, religion, and legal status affect political rights. Hypothesize what it would be like to live the United States if one of these restrictions were still in place today.

USHC-2.2 Write an essay on how the decision to declare American independence from Great Britain was reached. Who was involved, what events led up to the decision, how did they decide what to include in the Declaration of Independence, and how did the colonists inform Great Britain of this declaration?

## HIGH SCHOOL CORE AREA

### United States History and the Constitution

**Standard USHC-3:** The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

#### Indicators

- USHC-3.1 Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character. (H, G, E)
- USHC-3.2 Explain how the Monroe Doctrine and the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War. (H, E, P, G)
- USHC-3.3 Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West. (E, H, G)

#### Sample Classroom Activities for Standard USHC-3

- USHC-3.1 Create a time line that follows one Native American nation from the year of the Louisiana Purchase (1803) through the end of the nineteenth century. Include federal and state policies toward the Native American nation, the reservation system, and Native American responses to mining and railroad construction.
- USHC-3.3 Describe the Homestead Act of 1862. Explain the purpose and results of the Act and describe the challenges faced by the homesteaders.

## HIGH SCHOOL CORE AREA

### United States History and the Constitution

**Standard USHC-4:** The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

#### Indicators

- USHC-4.1 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights. (H, P, G)
- USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America. (H, P)
- USHC-4.3 Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy. (H, G, E, P)
- USHC-4.4 Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (H, P)
- USHC-4.5 Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation. (H, E, G, P)

#### Sample Classroom Activity for Standard USHC-4

- USHC-4.5 Use a Venn diagram to compare the lives of African Americans before and after the American Civil War.

## HIGH SCHOOL CORE AREA

### United States History and the Constitution

**Standard USHC-5:** The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

#### Indicators

- USHC-5.1 Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living. (E, H)
- USHC-5.2 Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization. (E, G, H, P)
- USHC-5.3 Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement. (H, E, P)
- USHC-5.4 Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest. (H, E)
- USHC-5.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest. (H, G, E, P)
- USHC-5.6 Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines. (H, G, P, E)
- USHC-5.7 Compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington. (H, P, E)

#### Sample Classroom Activities for Standard USHC-5

- USHC-5.4 Summarize the labor movement from the point of view of the industry owners, including the short- and long-term effect the labor movement had on many businesses.

## HIGH SCHOOL CORE AREA

# United States History and the Constitution

**Standard USHC-6:** The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.

### Indicators

- USHC-6.1 Analyze the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions. (H, G, E)
- USHC-6.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States. (H, G, E)
- USHC-6.3 Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy." (H, G, E)
- USHC-6.4 Outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations. (H, P)

### Sample Classroom Activities for Standard USHC-6

- USHC-6.1 Write a position statement in response to the theory of Social Darwinism. Make sure that your response demonstrates an understanding of the theory and that you describe your position in detail.
- USHC-6.2 Discuss the role of motion pictures in the Spanish-American War.
- USHC-6.3 Compare the diplomatic speeches of Theodore Roosevelt, William Taft, and Woodrow Wilson. How did each man view the United States as a growing world power?

## HIGH SCHOOL CORE AREA

# United States History and the Constitution

**Standard USHC-7:** The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

### Indicators

- USHC-7.1 Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life. (H, E)
- USHC-7.2 Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies. (H, E)
- USHC-7.3 Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial. (H, P)
- USHC-7.4 Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment. (H, E, G, P)
- USHC-7.5 Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement. (H, P, E)

### Sample Classroom Activities for Standard USHC-7

- USHC-7.1 Describe the effects of mass production techniques on business in the United States. Include the effect of mass production on the job market, employee wages, and company profit.
- USHC-7.2 Choose one poem written during what is known as the Harlem Renaissance. Give a short oral presentation about the poem that includes a summary of the life of the author and a description of this time in history as you infer it from the poetry that was written then.
- USHC-7.4 Use a graphic organizer to illustrate the impact of the Great Depression on different economic sectors or geographic regions within the United States.

## HIGH SCHOOL CORE AREA

# United States History and the Constitution

**Standard USHC-8:** The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

### Indicators

- USHC-8.1 Analyze the United States' decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler, and in Japan under Hideki Tojo; the United States' movement from a policy of isolationism to international involvement; and the Japanese attack on Pearl Harbor. (H, P)
- USHC-8.2 Summarize and illustrate on a time line the major events and leaders of World War II, including the Battle of the Bulge and the major battles at Midway, Normandy, Iwo Jima, and Okinawa; the turning points of the war for the Allies; the dropping of atomic bombs on Hiroshima and Nagasaki; and the roles of Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Charles de Gaulle. (H)
- USHC-8.3 Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans. (H, E)
- USHC-8.4 Summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials. (H)
- USHC-8.5 Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns. (H, G, E)

### Sample Classroom Activity for Standard USHC-8

- USHC-8.4 Choose a passage from a work of historical nonfiction concerning the Holocaust—such as *The Diary of Anne Frank* or a book by Elie Wiesel—that you feel speaks for the causes of civil rights, humanity, and justice. Explain why you chose this particular passage and how the ideas that the author expresses in the passage might be applied in today's world.

## HIGH SCHOOL CORE AREA

# United States History and the Constitution

**Standard USHC-9:** The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.

### Indicators

- USHC-9.1 Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society. (H, E)
- USHC-9.2 Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the “Red Scare” and McCarthyism; and the role of military alliances. (H, G, P)
- USHC-9.3 Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon. (H, P, G)
- USHC-9.4 Compare the domestic and foreign policies of the period—including Kennedy’s New Frontier, Johnson’s Great Society, and Nixon’s establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter. (H, G, P)
- USHC-9.5 Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity. (H, P)

### Sample Classroom Activities for Standard USHC-9

- USHC-9.2 Distinguish between the charges that were made and the evidence that was brought forth to support those charges during the era of the “Red Scare” and McCarthyism.
- USHC-9.4 Compare the domestic policy speeches of Truman and Eisenhower, Kennedy and Johnson, or Nixon and Carter.
- USHC-9.5 Compare the approaches employed by Martin Luther King Jr. and Malcolm X during the civil rights movement.

## HIGH SCHOOL CORE AREA

# United States History and the Constitution

**Standard USHC-10:** The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992.

### Indicators

- USHC-10.1 Summarize key events in United States foreign policy from the end of the Reagan administration to the present, including changes to Middle East policy, the impact of United States involvement in the Persian Gulf, and the rise of global terrorism. (P, H, G)
- USHC-10.2 Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity. (E, H, P)

### Sample Classroom Activities for Standard USHC-10

- USHC-10.1 Interpret the significance of the United States' involvement in the Persian Gulf, including the long-term effects and the motivation for the involvement.
- USHC-10.2 Hold a debate with your classmates, either as individuals or in teams, on the value of affirmative action in American society.