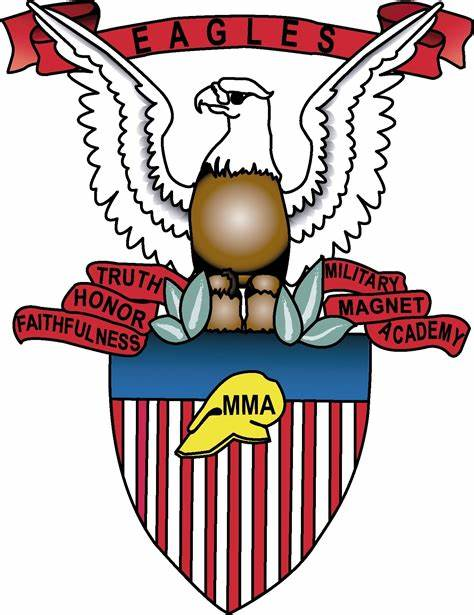
**MILITARY MAGNET ACADEMY**

**PROGRAM OF STUDIES**

2023-2024



**MILITARY MAGNET ACADEMY**

**2950 CARNER AVENUE**

**NORTH CHARLESTON, SOUTH CAROLINA 29405**

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**This Program of Studies contains information, to our knowledge, current as of July 31, 2022. As state and district policies and regulations are revised and received, updated information will be available in the Military Magnet Academy School Counseling Office. Some courses offered in this Program of Studies may not make for the 2022-2023 school year due to lack of enrollment.**

**Information contained in this POS has been obtained from South Carolina Department of Education and the Regional College and Career Guide for Charleston, Berkeley and Dorchester Counties.**

# OVERVIEW

Military Magnet Academy’s Program of Studies has been prepared for students, parents, teachers, and guidance counselors. Please review this information carefully. Students will receive individual advisement from guidance counselors to help them make appropriate course selections. In some cases, academic recommendations are necessary from the student’s teachers prior to his or her guidance conference.

Each student’s academic advisor and teachers should also serve as resources for advice and help in making course selections and the process for registering for classes. Students should take seriously the selection of courses for the next school year and choose a course of study based on their individual goals and abilities.

In addition to reviewing the South Carolina requirements for a high school diploma, students should also review the minimum requirements for admission to South Carolina public four-year colleges and universities as specified by the South Carolina Commission on Higher Education. These requirements are summarized within this Program of Studies.

Students’ elective course choices are very important and should be made in alignment with their college and career goals. Students are encouraged to complete a major of elective courses based on their long-term occupational goals. The Curriculum Framework provides an outline of the schools of study, clusters, and majors available at Military Magnet Academy. The 2020-2021 Curriculum Framework will be used as part of the course selection process.

Many colleges and universities are highly selective in their admissions. MMA students are encouraged to select a rigorous course of study and enroll in higher level courses as much as possible. Although guidance counselors are available for academic advising, students and their parents are responsible for making certain that the student’s academic plan meets the requirements of both the intended diploma and post-secondary school of choice. A rigorous senior year of study is an expectation of many colleges and employers. MMA’s seniors are encouraged to select challenging courses and to consider advanced placement and dual credit options. Seniors should also consider courses which can lead to industry certification and employment.

The courses that students select are the basis for employment of teachers and the development of the master schedule. Any request for a schedule change should be made by May 31, 2020. Military Magnet Academy makes every effort to ensure that the information in this Program of Studies is informative and accurate. However, new statutes and regulations may impact, negate, or change the implementation of the programs and/or courses described. This Program of Studies should in no way be seen as a contract but as a guideline for students as they move through their high school years.

# PROFILE OF THE SOUTH CAROLINA GRADUATE

**World Class Knowledge**

* **Rigorous standards in language arts and math for career and college readiness**
* **Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences**

**World Class Skills** **Life and Career Characteristics**

* **Creativity and innovation** **• Integrity**
* **Critical thinking and problem solving** **• Self-direction**
* **Collaboration and teamwork** **• Global perspective**
* **Communication, information, media** **• Perseverance**

**and technology** **• Work Ethic**

* **Knowing how to learn** **• Interpersonal skills**



**ACT, PSAT, SAT, and WIN**

The ACT is a standardized test designed to measure high school students’ general educational development and their ability to complete college-level work. Unlike the SAT, the ACT is curriculum based: it is not an aptitude test. The questions on the ACT test the core subjects that students typically study through their third year of high school (English, reading, mathematics, and science). The ACT features an optional writing test. Students should check with their prospective colleges to see if they need to complete the essay portion.

The PSAT has two primary purposes. It introduces students to the organization and types of questions found on the SAT and helps students to predict their scores on the SAT. The junior year PSAT scores are used in selecting semifinalists for the National Merit Scholarship awards, early college admissions, and programs such as the Governor’s School and college Junior Scholar/Fellow Awards.

The SAT is a standardized test that colleges use to evaluate students’ college preparedness. It is designed to measure a student’s ability to understand and process elements in three subjects: reading, writing, and mathematics. SAT scores are calculated based on a student’s performance relative to other test-takers and have proven to be an indicator of college success. When a student registers for the SAT, he or she will indicate whether or not he or she wants to take the SAT with or without the essay. Some colleges and universities require the essay and others do not. If students are unsure if the colleges they are interested in attending require the essay portion, it is recommended to take it to be sure that their applications are processed.

The WIN National Career Readiness test has taken the place of the WorkKeys Certification. The WIN test consists of four multiple choice timed tests: Applied Mathematics, Reading for Information, Locating Information, and Essential Soft Skills. The Ready to Work tests measure real world skills that employers believe are critical to job success. This test shows potential employers a student’s skills in order to improve his or her chances of getting hired.



# ATTENDANCE

Attendance is a requirement for promotion and/or credit. Students must attend at least 85 days of a 90-day course or 170 days of 180-day course or 42 days of a 45-day course.

Students who exceed the approved limits for unexcused absences may not receive credit in the course. Students who are tardy to a class and miss more than half of the class period or block will be counted absent for that day’s class.

According to South Carolina law, excessive student absences may lead to denial of credit. Students must present an excuse to proper school officials within three school days following the return from an absence or absences. These notes are crucial in determining whether credit can be awarded. Physicians’ notes and excuses for legal appointments and death in the family are important factors in determining if credit can be awarded. Notes must be turned in as soon as the student returns to school.

# AVAILABILITY OF CLASSES

Decisions on whether courses can be offered are dependent on student enrollment and teacher staffing. Military Magnet Academy reserves the right to cancel or eliminate courses for any given school year. If the administration decides to cancel a course due to low student enrollment or lack of teachers, the student’s alternate choice will be used. If that course is also not available, the student will be consulted to make a new selection. If the student cannot be reached, his or her administrator or counselor will make the choice.





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# AWARDS

For all State awards, only those students who are candidates for a South Carolina High School Diploma will be included in the calculation of class rank. Students in the Charleston County School District may receive the following awards:

### Charleston County School District Board Scholar Certificate

This certificate is awarded to graduating seniors based on GPA calculated at the end of the third nine weeks grading period. A student must achieve a four-year GPA of 4.25 or better on the South Carolina Uniform Grading Scale.

### Selection of Honor Graduates

To be named first or second honor graduate a student must, at a minimum:

* 1. Have been enrolled in the school for the entire junior and senior years; and
  2. Have the highest GPA in the senior class after third quarter grades are posted and after dual credit courses taken in the spring semester of the senior year are posted to the transcript and calculated into the GPA.

In the event two or more students tie, the students will share the honor. Class rank calculation will apply only to students who receive a South Carolina High School Diploma.



# CLASS RANK

All courses taken for high school graduation credit are included in the calculations for class rank. The computation of class rank is based on overall numeric grades awarded and the level of the course in which that grade was earned. Under the Uniform Grading Policy passed by the South Carolina Board of Education, all course grades are based on a state-defined grading scale with corresponding grade point values for each numerical grade. Increased quality points for courses are as follows:

* + - Honors – add .5 quality point
    - Advanced Placement and Dual Credit – add 1.0 quality point

Grade Point Averages earned by students will be calculated based on the Uniform Grading Policy in force at the time of their enrollment. All South Carolina public schools use the following formula to compute all GPAs:

GPA = Sum (quality points x units) Sum of units attempted

The formula will yield the student’s GPA that can be ranked from highest to lowest rank in class. The GPA will be calculated to three decimal places. Computations may be rounded to a higher number. All diploma candidates will be included in the ranking. Students who tie for a rank will share the rank.



# COLLEGE CREDITS WHILE ATTENDING HIGH SCHOOL

Military Magnet Academy students may obtain college credits through the following programs:

**Advanced Placement courses** are designed for students ready for the rigors of college level academic work. This program is operated by a national organization, the College Board, which defines course curriculum, provides teacher training, and administers a national standardized examination for each course. By South Carolina regulation, students enrolled in an Advanced Placement course funded by the State must take the Advanced Placement examination administered by the College Board. Most colleges award college credit to students who earn at least a rating of “3” out of a possible “5” on the examination while others require a score of “4”. Some colleges require successful completion of Advanced Placement courses for admission to the college and do not award credits toward the college degree. Parents and students are advised to check with colleges and universities for details. The student’s grade for a high school Carnegie unit will be based on the teacher’s course grades and the course grade will receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale.

**Dual Credit courses**, whether they are taken at the high school where the student is enrolled or at a post-secondary institution, are those courses for which the student has been granted permission to earn both Carnegie units (high school) and college credit. Students must have prior permission from the principal or designee to enroll for dual credit and meet the requirements specified by the college. Students are responsible for verifying any college or university’s acceptance of credits earned as dual credit. Enrollment in a dual credit course does not guarantee college or university acceptance. Dual credit courses will be offered on the MMA campus through a special arrangement with Trident Technical College and the College of Charleston. Only courses applicable to baccalaureate or associate degrees offered by accredited institutions in South Carolina may be accepted for dual credit. Tuition, books and other college course fees shall be at the expense of the student or his or her parents or legal guardians. Lottery tuition scholarships may be available which could pay some portion of the tuition for students enrolled in six or more college hours at Trident Technical College. A three- hour college course shall transfer as a 1.0 Carnegie unit at the high school. These courses receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale. Forms for permission to enroll in college courses for dual credit are available in the Guidance Office.

**The Teacher Cadet Program** is a college level dual credit course intended for students interested in pursuing a career in education. Opportunities are provided for students to gain factual information about teaching as a profession as well as to observe and experience teaching activities in various school settings. Students are responsible for verifying any college or university’s acceptance of credits earned for completing the Teacher Cadet Program.

Enrollment in the course does not guarantee college or university acceptance. Any fees or costs of the program are the responsibility of the student or his or her parents or legal guardians.



# COMMENCEMENT EXERCISES

Only those students who meet all requirements for graduation may participate in the commencement exercises held at the end of the school year. Failure to complete graduation requirements will prohibit participation in commencement exercises. The school is not responsible for announcements, caps and gowns or other graduation paraphernalia and/or expenses for those students who do not complete graduation requirements.



# CONVERTING GRADES ON TRANSCRIPTS

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the chart below will be applied.

| **Letter Grade** | **Seven Point Grading Scale**  **(courses completed prior to August 15, 2016)** | **Ten Point Grading Scale**  **(courses completed after August 15, 2016)** |
| --- | --- | --- |
| A | 96 | 95 |
| B | 88 | 85 |
| C | 80 | 75 |
| D | 73 | 65 |
| F | 61 | 51 |

If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 60, that average will be converted to a 65 numerical grade on the new scale. See State Board of Education Regulation 43-273 for additional information on transfers and withdrawals.

If the transcript indicates that the student has earned a grade of P (passing) or F (failing), that grade will be converted to a numerical designation on the basis of information secured from the sending institution as to the appropriate numerical value of the “P” or the “F.” If no numerical average can be obtained from the sending institution on the “F,” the grade entered will be a 50.

If no numerical average can be obtained from the sending institution on the “P,” the student’s cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the “P.” For example, if a student transfers with a cumulative GPA of 3.5 on the CP scale, the grade of “P” would be converted to an 85. A grade of “P”, in other words, will neither positively nor negatively impact the student’s transfer GPA. In the event that the student’s cumulative GPA is an “F” and no numerical designation can be obtained by the sending school for the numeric value of the “P,” the grade entered will be the lowest passing grade (60). If the sending institution’s numeric grade is below 60 but marked as passing, the receiving school should attempt to find out the equivalent letter grade associated with the grade below 60 and apply the rule for that letter grade (For example, if the sending school’s 55 = D, then D = 65 at the receiving school).



# COURSE LOAD

All students enrolled as regular students in grades 9 – 12 at Military Magnet Academy must be enrolled in a minimum of courses or unit equivalents as follows:

Grades 9 and 10 8 units

Grade 11 6 units

Grade 12 5 units

All seniors are required to enroll in at least one English course and one mathematics course.



# COURSE REQUIREMENTS FOR SOUTH CAROLINA PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

The Commission on Higher Education (CHE) established the minimum course requirements for students who plan to attend a public college in South Carolina. CHE recommends students include these courses as part of their high school course selection along with other elective classes. Some colleges require courses in addition to those listed below (see college catalogs for admission requirements) for entering college freshmen beginning in the academic year 2019-2020. For more information please visit the CHE website at [http://www.che.sc.gov/New\_Web/GoingToCollege/CollPrepPrereq.htm.](http://www.che.sc.gov/New_Web/GoingToCollege/CollPrepPrereq.htm)

## ENGLISH

Four units: All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature-based, including American, British, and World Literature.

## MATHEMATICS

Four units: These units must include Algebra 1, Algebra 2, and Geometry. A fourth higher level mathematics unit should be taken before or during the senior year.

## LABORATORY SCIENCE

Three units: Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics and/or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.

## WORLD LANGUAGE

Two units with a heavy emphasis on language acquisition.

## SOCIAL SCIENCE

Three units: One unit of U. S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.

## FINE ARTS

One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.

## PHYSICAL EDUCATION OR JROTC

One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.

## ELECTIVES

Two units: Two units must be taken as electives. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory course in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite).

### Notes:

The South Carolina Commission on Higher Education requirements may be adjusted at a later date to reflect changes in diploma requirements.

# CREDIT RECOVERY

The updated SC Uniform Grading Policy, issued by the South Carolina State Board of Education on April 9, 2019 provides the information below concerning Credit Recovery Courses. Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. Credit recovery refers to a block of instruction that is less than the entirety of the course. As such, credit recovery is not intended to impact either positively or negatively a student’s GPA. Rather, it is intended to allow students an opportunity to master the content or skills they failed to master during the regular course. By successfully completing a credit recovery course, students will be awarded credit earned.

For transcribing the final grade in a credit recovery course, the following procedures shall be followed:

1. The original failing grade will remain on the transcript as is.
2. A new course starting with the appropriate activity code, grade scale designation, and unit marked will be entered on the student record.
3. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as a “P” as the final grade and transcribed to the numerical grade value of “0” as indicated by the addition of the “P” to the grade scale chart. Thus, the credit recovery course does not impact the student’s GPA. If a student fails the credit recovery course, the failing grade is entered as an “NP” as the final grade and transcribed to the numerical grade value of “0” as indicated by the addition of “NP” on the grade scale chart.
4. A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.

There are specific guidelines for participation in the Credit Recovery courses. The Guidance Office should be contacted for more information.



# EARLY COMPLETION

The purpose of having a 4 x 4 schedule is to provide students more opportunities to take a broader array of courses as well as to have room to specialize in a career interest area. Course requirements are outlined for each grade level. Early completion is highly discouraged and will be considered on an individual basis after the principal receives a written request from the parents and student detailing reasons for the request. The request should be given to the student’s guidance counselor for processing. Commencement exercises will be held only at the end of the school year. Students are encouraged to take advantage of dual credit and other curriculum opportunities that will better prepare them for further studies and employment.

# EXCEPTIONAL EDUCATION

A goal of the Charleston County School District is to provide a free and appropriate public education for all students with disabilities. Students with disabilities who attain the same competencies required of non-disabled students receive a South Carolina State High School Diploma. When a student’s disabling condition prohibits him or her from earning a South Carolina State High School Diploma, the IEP team determines the most appropriate graduation options based upon student needs and impact of the disability.

***ADDITIONAL INFORMATION***

*The S.C. High School Credential will provide a course of study designed to equip students with the skills, knowledge and work ethic needed to succeed in today’s job market.*

*South Carolina has roughly 100,000 students with disabilities serviced under the Individuals with Disabilities Education Act (IDEA), of which the majority are able to earn a state high school diploma. Given the varying levels of student achievement, some students are unable to complete this required high school coursework. As a result, there is a need to provide an alternative option for students with disabilities to demonstrate their ability to transition into the work community.*

*The credential helps to ensure that we are working to prepare the entirety of the S.C. workforce by equipping students with adequate skills. Since the fall of 2018, this option has been available for students entering high school.*

*• Career Portfolio that includes a multimedia presentation project*

*• Work readiness assessment results that demonstrate the student is ready for competitive employment*

*• Work-based learning/training that totals at least 360 hours*

***Section 59-39-100 was amended to include:***

*• Flexibility in identifying and creating personalized diploma pathway options for all students*

*• An employability credential for applicable students with disabilities*

***The S.C. High School Credential:***

*• Is* ***NOT*** *a S.C. High School Diploma*

*• Is* ***NOT*** *for all students with disabilities*

*• Is a career-based educational program*

*• Starts with the freshman class of 2018 with an expected completion date of 2022*

*• Is aligned with the Profile of the S.C. Graduate*

*South Carolina High School Credential* ***www.thesccredential.org***

*Transition Alliance of South Carolina* ***www.transitionalliancesc.org***

*South Carolina Employment First Initiative* ***www.scdisabilityemploymentcoalition.org***

# FOREIGN EXCHANGE PROGRAM

Charleston County School District students who spend a year studying in a foreign country in an approved exchange program are to be afforded an opportunity to earn credits.

1. The student must obtain prior approval in writing from the home school principal before going abroad.
2. A course of study should be planned that would enable a student to earn credits similar to those earned at the home school. Mathematics, science, some history, foreign languages, and computer courses should be closely associated with our own offerings. A student may be required to earn his or her English credit on his or her return to Charleston County School District or to turn in work from a pre-approved independent study program equivalent to one unit of credit. United States History, American Government, and Economics have to be taken here.
3. A certified transcript from the exchange school must be received prior to awarding credit.
4. Attendance periods in foreign countries would have to reasonably approximate our own.
5. All credits attempted must be reflected on the transcript.

Foreign students who visit this country and attend our schools will be given an opportunity to learn about our country and its people. However, Charleston County School District is under no obligation to award a South Carolina High School Diploma to foreign exchange students.

Military Magnet Academy reserves the right to limit the enrollment of foreign exchange students because of overcrowding or lack of availability of certain courses.



# GRADE CLASSIFICATION

Grade Classification is determined at the beginning of the school year only.

**Grade 9**

In order to be classified as a ninth grade student, the individual must have met the requirements of the Grade Eight Promotion Standards.

**Grade 10**

In order to be classified as a tenth grade student, the individual must have completed six units to include:

One unit in English 1 One unit in mathematics

**Grade 11**

In order to be classified as an eleventh grade student, the individual must have completed twelve units to include:

One unit in English 1 One unit in English 2

Two units in mathematics One unit in science

**Grade 12**

In order to be classified as a twelfth grade student, the individual must have completed eighteen units to include:

One unit in English 1 One unit in English 2 One unit in English 3

Three units in mathematics Two units in science

In addition, the student must be enrolled in all other units, required and elective, needed to complete graduation requirements. If a student has sixteen units and is enrolled in course work which would allow him or her to complete the 24 units needed for a South Carolina High School Diploma within the school year, the student will be designated as a senior. However, designation as a senior is not a guarantee that graduation requirements will be successfully met.



# GRADING POLICY

The State Board of Education adopted a uniform grading policy for South Carolina’s public schools in December 1999. That policy, which applied to all students who first enrolled in the ninth grade in the 2000-2001 school year, was revised in 2007, 2016, and again in 2017. The modified uniform grading scale and the system for calculating grade point averages (GPAs) and class rank will be effective for all students being awarded high school credits. Credit bearing courses completed prior to August 15, 2016, will be awarded quality points based on the seven point grading scale associated with the weighting of the course. Coursework completed after August 15, 2016, will be awarded quality points based on the ten point grading scale with the weighting associated with the course. Quality points awarded are limited to the use of the three-decimal-place conversion factors specified in the South Carolina Uniform Grading Policy’s grade point conversion chart. No additional criteria will be used to determine quality points awarded.

As required by state law, the South Carolina Uniform Grading Scale is in effect for all students: Letter Grade S. C. Uniform Grading Scale

A 90 – 100

B 80 – 89

C 70 – 79

D 60 – 69

F 59 or below

All grades will be interpreted for all purposes using the South Carolina Uniform Grading Scale. Numerical grades will appear on the report card.

**Withdrawing from a Course**

With the first day of enrollment in the course as a baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or ten days in a 180- day course will do so without penalty. The three-, five-, and ten-day limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration of a school. Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course shall be assigned a WF, and the F (as a 50) will be calculated in the student’s overall grade point average.

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

* + The student will receive a WP if he or she was passing the course. The grade of WP will carry no earned units of credit and no quality points to be factored into the student’s GPA.
  + The student will receive a WF if he or she was failing the course. The grade of WF will carry no earned units but will be factored into the student’s GPA as a 50.

If a student fails due to excessive absences, an FA will be recorded on his or her transcript. The grade of FA will carry no earned units but will be factored into the student’s GPA as a 50.

**Retaking a Course**

Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a D or an F in that course. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. The student’s transcript will reflect both course instances. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who has taken a course for a unit of high school credit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first).

In such a case, only the highest grade will be used in figuring the student’s GPA. The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course; i.e., a student may not retake Algebra 1 after having earned credit for a higher level mathematics course (Geometry, Algebra 2).



# GRADUATION REQUIREMENTS

In order to receive a South Carolina High School Diploma, students must earn 24 units. Based on state law, requirements to receive a South Carolina High School Diploma for students in grades 9 - 12 are as follows:

**English/Language Arts 4.0 units**

**Mathematics 4.0 units**

**Science 3.0 units**

**U. S. History and Constitution 1.0 units Unit Economics .5 unit**

**U. S. Government .5 unit**

**Other Social Studies 1.0 Unit Physical Education or JROTC 1.0 Unit Computer Science 1.0 Unit Foreign Language**

**OR 1.0 unit**

**Career and Technology Education**

**Electives 7.0 units**

**Total Required 24.0 units**



# GUIDELINES FOR COURSE REGISTRATION

The first priority in course scheduling is to make certain that all students receive the strongest academic preparation possible. Freshmen and sophomores are not eligible for late arrival or early dismissal. Late arrival or early dismissal will be considered only after all other courses are scheduled. All MMAfreshmen and sophomores must register for eight units of high school credit. Students must make an alternate course selection for each elective course. Juniors must register for at least six units of credit. Seniors are required to enroll in at least five courses with a minimum of two courses in one term and three in the other term. Students and parents should exercise good judgment in selecting alternatives, for these will replace any selected elective courses without further consultation with students or parents.

All English courses must be taken in sequence with only one required English per year unless a course is being repeated. Placement in the ninth grade mathematics and science classes is determined by the level of mathematics achieved at the end of the eighth grade.

Placement in classes will be determined by grades, test scores, and teacher recommendations. Students should not register for courses for which they are not prepared. It is very important to understand that each course begins at an expected level of student ability and performance.

Students and parents are reminded that once school begins a change in course level may be impossible due to the lack of space in the course(s) to which they wish to move or limitations in rearranging other courses in the student’s schedule. In such cases, the student is required to remain in the course originally chosen.



# INCOMPLETES

A teacher may give a grade of “incomplete” during the course of the school year if, in the teacher’s professional judgment, an extension of the time to complete course expectations is appropriate due to extenuating circumstances such as a documented long term illness or a death in the immediate family.

The teacher, student and parent will develop and sign a contract for completion of the course which will not extend beyond the end of the next semester or the conclusion of the school year. The principal must approve the contract and it is at the principal’s discretion to approve any extension of the contract. The student’s incomplete grade will be reported as an “I”. Once the work has been completed, the teacher will authorize the appropriate change in grade.



# INTERSCHOLASTIC ACTIVITIES

The South Carolina High School League has implemented academic standards for any student who wishes to participate in interscholastic activities and competition. Students must earn passing grades to qualify to play sports, participate in band, or participate in other competitive activities between high schools.

To participate in interscholastic athletic activities, students in grades 9 – 12 must achieve an overall passing average in addition to the following:

1. To be eligible the first semester a student must pass a minimum of five Carnegie units applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or summer school.
2. To be eligible during the second semester the student must meet one of the following conditions:
   * If the student met first semester eligibility requirements then he or she must pass the equivalent of four, half units during the first semester.
   * If the student did not meet first semester eligibility requirements then he or she must pass the equivalent of five, half units during the first semester.
3. Students must satisfy eligibility requirements in the semester preceding participating. Credits earned in summer school approved by the State Department of Education may apply for first semester eligibility. A maximum of two units per year may be used.
4. A maximum of two credit recovery units may be used toward eligibility, to include the two units presently allowed in summer school. The course would have to be accepted by the State Department of Education for graduation and accredited by a certified teacher in that field. To be eligible for recovery credits, the student must have received a minimum grad of 50.



# LEVEL CHANGES

Level change requests are considered with a written parent request if class space allows. Students may request a change in instructional level within one week after the first four and a half week interim period of a 90-day course or within one week after the nine weeks report card of a 180-day course.

If a student transfers from one section to another of the same course where different weights are assigned (e.g., from Algebra 2 Honors to Algebra 2), the weight assigned to the grade shall be the weight for which course is completed; partial weights cannot be assigned. Level changes upward must be completed by the end of the first grading period of a course.



# THE NCAA AND NCAA ELIGIBILITY CENTER

The National Collegiate Athletic Association (NCAA) serves as the athletics governing body for more than 1,100 colleges and universities. The NCAA created three divisions to create a fair playing field for teams from similar schools. Among the three divisions, Division I schools generally have the largest student bodies, manage the largest athletic budgets and offer the highest number of athletic scholarships. Division II schools provide growth opportunities through academic achievement, learning in high-level athletics competition and with a focus on service to the community. Division III schools offer participation in a competitive athletics environment that pushes athletes to excel on the field and build upon their potential by tackling new challenges on campus.

Initial eligibility standards help ensure students are prepared to succeed in college. Students who want to practice, compete and receive an athletic scholarship during the first year at a Division I or II school, must be certified eligible by the NCAA Eligibility Center.

**Division I**

To be eligible to practice, compete and receive athletic scholarships in the first year at a Division I school, student-athletes must graduate from high school and meet all of the following requirements:

1. Complete a total of 16 core courses in the following areas:
   * Four years of English
   * Three years of Mathematics (Algebra 1 or higher)
   * Two years of Natural/Physical Science (one year of lab science if offered)
   * One year of additional English, Mathematics or Natural/Physical Science
   * Two years of Social Science
   * Four years of additional courses (from any area above, foreign language or comparative religion/philosophy)
2. Complete 10 out of 16 core courses, including seven in English, math or natural/physical science, before the start of the seventh semester.
3. Complete the 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. Student-athletes graduating from high school early must still meet core-course requirements.
4. Earn an SAT combined score or ACT sum score that matches core course GPA (minimum 2.300) on the Division I sliding scale.

**Division II**

To be eligible to practice, compete and receive athletic scholarships in the first year at a Division II school, student-athletes must graduate from high school and meet all of the following requirements:

1. Complete a total of 16 core courses in the following areas:
   * Three years of English
   * Two years of Mathematics (Algebra 1 or higher)
   * Two years of Natural/Physical Science (one year of lab science if offered)
   * Two years of Social Science
   * Three years of additional English, Mathematics, or Natural/Physical Science
   * Four years of additional courses (from any area above, foreign language or comparative religion/philosophy)
2. Earn an SAT combined score or ACT sum score that matches core course GPA (minimum 2.200) on the Division II competition scale.

**Division III**

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletic environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play. Division III schools do not offer athletic scholarships. Seventy-five percent of Division III student- athletes receive some form of merit or need-based financial aid.

Questions regarding eligibility should be directed to the Athletic Director or for more information visit ncaa.org or call the NCAA Eligibility Center at 877-262-1492.



# THE NAIA AND NAIA ELIGIBILITY CENTER

The National Association of Intercollegiate Athletics (NAIA) is a community of more than 250 colleges and universities, 65,000 student-athletes, and an environment that focuses on athletic participation as one part of the total education process.

The student-athlete is the center of all NAIA experiences. High school athletes have three academic eligibility criteria to focus on. If a student meets two of the criteria, the student is eligible upon graduation:

* Cumulative GPA of 2.0 on a 4.0 scale
* Class rank in the top 50% of the graduating class
* ACT of 16 or SAT combined score of 860 for Critical Reading and Mathematics (any test taken May 1, 2019 or later requires an ACT score of 18 and SAT score of 970)

The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time student-athletes. Questions regarding NAIA eligibility should be directed to the Athletic Director. Information pertaining to the NAIA can be found at [www.naia.org.](http://www.naia.org/)



# SCHEDULE CHANGES

Students are urged to consider their course selections carefully during registration. Teacher assignments, course offerings, and class sizes are determined from registration information. The master schedule is developed based on what students request in the spring.

Any request for a schedule change for the next school year must be made prior to 10th day of school. After this date, students may request changes **ONLY** for the following reasons:

* When credit is needed for graduation;
* When credit has been earned in summer school;
* When a student has not passed the prerequisite for the next course;
* When a student has previously failed with a teacher and space is available in another section;
* When the administration determines a level change is necessary based on the recommendation of the teacher and approval of the parent.

Please note the following with regard to schedules:

* Choice of teachers cannot be honored.
* Schedules cannot be changed to accommodate jobs after school.
* Schedules will not be rearranged to accommodate requests for late arrivals or early dismissals.

Change of course selections may adversely affect eligibility for interscholastic competitions including athletics. Student athletes should consult with the Athletic Director prior to making schedule changes.



# S.C. UNIFORM GRADING SCALE CONVERSIONS

| **Numerical Average** | **Letter Grade** | **College Prep Weighting** | **Honors Weighting** | **AP/IB Duel Credit Weighting** |
| --- | --- | --- | --- | --- |
| 100 | A | 5.000 | 5.500 | 6.000 |
| 99 | A | 4.900 | 5.400 | 5.900 |
| 98 | A | 4.800 | 5.300 | 5.800 |
| 97 | A | 4.700 | 5.200 | 5.700 |
| 96 | A | 4.600 | 5.100 | 5.600 |
| 95 | A | 4.500 | 5.000 | 5.500 |
| 94 | A | 4.400 | 4.900 | 5.400 |
| 93 | A | 4.300 | 4.800 | 5.300 |
| 92 | A | 4.200 | 4.700 | 5.200 |
| 91 | A | 4.100 | 4.600 | 5.100 |
| 90 | A | 4.000 | 4.500 | 5.000 |
| 89 | B | 3.900 | 4.400 | 4.900 |
| 88 | B | 3.800 | 4.300 | 4.800 |
| 87 | B | 3.700 | 4.200 | 4.700 |
| 86 | B | 3.600 | 4.100 | 4.600 |
| 85 | B | 3.500 | 4.000 | 4.500 |
| 84 | B | 3.400 | 3.900 | 4.400 |
| 83 | B | 3.300 | 3.800 | 4.300 |
| 82 | B | 3.200 | 3.700 | 4.200 |
| 81 | B | 3.100 | 3.600 | 4.100 |
| 80 | B | 3.000 | 3.500 | 4.000 |
| 79 | C | 2.900 | 3.400 | 3.900 |
| 78 | C | 2.800 | 3.300 | 3.800 |
| 77 | C | 2.700 | 3.200 | 3.700 |
| 76 | C | 2.600 | 3.100 | 3.600 |
| 75 | C | 2.500 | 3.000 | 3.500 |
| 74 | C | 2.400 | 2.900 | 3.400 |
| 73 | C | 2.300 | 2.800 | 3.300 |
| 72 | C | 2.200 | 2.700 | 3.200 |
| 71 | C | 2.100 | 2.600 | 3.100 |
| 70 | C | 2.000 | 2.500 | 3.000 |
| 69 | D | 1.900 | 2.400 | 2.900 |
| 68 | D | 1.800 | 2.300 | 2.800 |

| **Numerical Average** | **Letter Grade** | **College Prep Weighting** | **Honors Weighting** | **AP/IB Duel Credit Weighting** |
| --- | --- | --- | --- | --- |
| 67 | D | 1.700 | 2.200 | 2.700 |
| 66 | D | 1.600 | 2.100 | 2.600 |
| 65 | D | 1.500 | 2.000 | 2.500 |
| 64 | D | 1.400 | 1.900 | 2.400 |
| 63 | D | 1.300 | 1.800 | 2.300 |
| 62 | D | 1.200 | 1.700 | 2.200 |
| 61 | D | 1.100 | 1.600 | 2.100 |
| 60 | D | 1.000 | 1.500 | 2.000 |
| 59 | F | 0.900 | 1.400 | 1.900 |
| 58 | F | 0.800 | 1.300 | 1.800 |
| 57 | F | 0.700 | 1.200 | 1.700 |
| 56 | F | 0.600 | 1.100 | 1.600 |
| 55 | F | 0.500 | 1.000 | 1.500 |
| 54 | F | 0.400 | 0.900 | 1.400 |
| 53 | F | 0.300 | 0.800 | 1.300 |
| 52 | F | 0.200 | 0.700 | 1.200 |
| 51 | F | 0.100 | 0.600 | 1.100 |
| 0 – 50 | F | 0.00 | 0.00 | 0.00 |
| 50 | WF | 0.00 | 0.00 | 0.00 |
| 50 | FA | 0.00 | 0.00 | 0.00 |
| - | WP | 0.00 | 0.00 | 0.00 |
| - | P | 0.00 | 0.00 | 0.00 |
| - | NP | 0.00 | 0.00 | 0.00 |
| - | AU | 0.00 | 0.00 | 0.00 |

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# TRANSFER STUDENTS

When a student transfers into Charleston County School District, the guidance staff at the school analyze the transcript. Most courses will be comparable to courses offered in Charleston County. District course numbers may be used when entering the data from the transcript. In all transfers when a student is moving to the next level of instruction (e.g., transferring to French 1 and enrolling in French 2), the school may enroll the student in the higher level course and, if the student is unsuccessful, move the student back to repeat the transferred course as an audit. The grade transferred will remain on the student’s record. Schedule changes require administrative approval and decisions should be made only after consultation with the teacher, student, and parent(s).

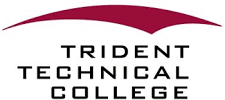
High school schedules and course offerings vary from high school to high school both within Charleston County School District and from school district to school district. Parents and students are cautioned that it may not be possible to transfer all credits for courses in progress from one school to another if the student transfers during the middle of a school year. The difficulty in transferring credit increases if the move occurs during the semester. Every effort will be made by the receiving high school to evaluate a student’s transcript and move the student into the schedule with minimal disruption to the student’s plan of study. Courses transferred from another South Carolina public school will be transferred with the grade and weight awarded by the sending school.



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# TRIDENT TECHNICAL COLLEGE

Students applying for admission to Trident Technical College’s associate degree, diploma, or certification programs, may be required to a take a placement test called ACCUPLACER. ACCUPLACER tests a student’s knowledge in mathematics, reading and writing. These tests help identify a student’s strengths and needs in each subject area. The ACCUPLACER Placement Test is not required for students having qualifying SAT or ACT scores. To set up testing, call 843-574-6410.



# VIRTUAL SCHOOL

Virtual SC is a free, state-sponsored program. It is an effective online learning opportunity for students. Online courses provide an effective alternative for motivated students to meet graduation requirements, resolve scheduling conflicts, as a homebound option, and to recover credit. They also provide a flexible option for students who require an alternative setting.

Enrollment in any virtual course must be approved by the principal or designee prior to enrollment. To begin the application process, students should contact their guidance counselor for an information packet. Additional information, if enrolling in a virtual course via the South Carolina Virtual High School Program can be obtained by visiting https://virtualsc.org. All virtual school courses not taken through an approved program at the home school must be taken through the Virtual SC Program.

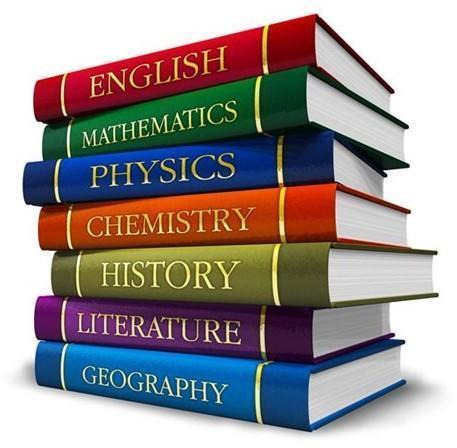
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# OVERVIEW OF COURSE DESCRIPTIONS

The Military Magnet Academy Program of Studies is designed to provide all students with a wide variety of challenging courses in all curricular areas. Schools must prepare students to succeed in the global economy of the 21st Century. Students must acquire academic knowledge, technical skills, problem-solving abilities, and teamwork techniques. This Program of Studies provides the opportunity for students to prepare for post-secondary education or to apply their skills in the workplace. Students select among courses appropriate for their career plans.

Career guidance and counseling are provided to all students to assist them in selecting courses that will prepare them for future career options. Any course taken for credit outside of the traditional school setting must be approved by the principal prior to enrollment in the course.



# ENGLISH

The South Carolina College- and Career-Ready (SCCCR) Standards for English Language Arts are designed to ensure that South Carolina students are prepared to pursue and become successful in economically viable career opportunities or complete a post-secondary education that leads to a successful career. In order to receive a South Carolina High School Diploma, students are required to earn at least four core units in English (English 1 – 4). All other offerings in the English Department are electives.

Summer Reading assignments and requirements will be posted on the MMAweb site at militarymagnet.ccsdschools.com located in the For Parents & Students tab under Summer Assignments. Reading assignments apply to all required English courses.

### English 1 302400CW

**Grade 9** **1 unit**

**Prerequisite: Eighth Grade Language Arts**

Students enrolled in English 1 are expected to meet Grade 9 standards, retain or further develop literacy skills and understandings mastered in preceding grades, and work steadily to apply their learning to increasingly complex text. High school core English courses engage students in the skills, strategies, and processes required to effectively master reading, writing, communication, and inquiry-based literacy standards.

### English 1 Honors 302400HW

**Grade 9** **1 unit**

**Prerequisite: Eighth Grade Language Arts or English 1 CP in Eighth Grade for high school credit**

Students enrolled in English 1 Honors are expected to meet Grade 9 standards, retain or further develop literacy skills and understandings mastered in preceding grades, and work steadily to apply their learning to increasingly complex text. High school core English courses engage students in the skills, strategies, and processes required to effectively master reading, writing, communication, and inquiry-based literacy standards. Honors level courses are rigorous and require more effort to prepare students for the Advanced Placement pathway.

### English 2 302500CW

**Grade 10** **1 unit**

**Prerequisite: English 1**

Students enrolled in English 2 are expected to meet Grade 10 standards, retain or further develop literacy skills and understandings mastered in preceding grades, and work steadily to apply their learning to increasingly complex text. High school core English courses engage students in the skills, strategies, and processes required to effectively master reading, writing, communication, and inquiry-based literacy standards.

### English 2 Honors 302500HW

**Grade 10** **1 unit**

**Prerequisite: English 1 Honors**

**Recommendation: Minimum of 80 average or administrative placement based on scores from a reading and writing analysis placement test**

Students enrolled in English 2 Honors are expected to meet Grade 10 standards, retain or further develop literacy skills and understandings mastered in preceding grades, and work steadily to apply their learning to increasingly complex text. High school core English courses engage students in the skills, strategies, and processes required to effectively master reading, writing, communication, and inquiry-based literacy standards. Honors level courses are rigorous and require more effort to prepare students for the Advanced Placement pathway.

### English 3 302600CW

**Grade 11** **1 unit**

**Prerequisite: English 2**

Students enrolled in English 3 are expected to meet Grade 11 standards, retain or further develop literacy skills and understandings mastered in preceding grades, and work steadily to apply their learning to increasingly complex text. High school core English courses engage students in the skills, strategies, and processes required to effectively master reading, writing, communication, and inquiry-based literacy standards.

### English 4 302700CW

**Grade 12** **1 unit**

**Prerequisite: English 3**

Students enrolled in English 4 are expected to meet Grade 12 standards, retain or further develop literacy skills and understandings mastered in preceding grades, and work steadily to apply their learning to increasingly complex text. High school core English courses engage students in the skills, strategies, and processes required to effectively master reading, writing, communication, and inquiry-based literacy standards. Students are required to complete the Warrior Project as an integral part of this course which incorporates research, analysis, writing, job shadowing, interviewing, presenting, and developing a final portfolio.



**MATHEMATICS**

A quality mathematics program is essential to help students develop ways of thinking, solving problems, communicating mathematically, and making decisions that enable them to become informed citizens and consumers, competent employees and employers, and productive members of society.

Because Foundations in Algebra is the first course in a two-course sequence, students who successfully complete Foundations in Algebra must subsequently enroll in Intermediate Algebra. Upon completion of the Foundations in Algebra/Intermediate Algebra two-course sequence, students must take the state-mandated Algebra 1 End-of-Course Examination administered at the completion of the second course, Intermediate Algebra.

### Foundations in Algebra 411600CW

**Grade 9** **1 unit**

**Requirement: Subsequent enrollment in Intermediate Algebra: Foundations and Modeling**

This course emphasizes the application of algebraic concepts and skills. Students apply problem-solving techniques, estimation skills, and measurement skills to solve contextual and mathematical problems, including applications related to geometry, data analysis, and statistics. Students work within the real number system to solve problems requiring the use of linear, quadratic, and exponential functions. Students also use graphing techniques to solve problems, including graphing calculators and/or computer software as appropriate.

### Intermediate Algebra: Functions and Modeling 411700CW Grades 9 and 10 1 unit

**Prerequisite: Foundations in Algebra**

This course emphasizes the application of algebraic concepts and skills to solve mathematical and contextual problems that can be modeled with linear, quadratic, exponential and rational functions. These problems may include scenarios related to geometry, data, statistics, direct variation, and inverse variation. Students also use graphs and tables to display and solve problems using graphing calculators and/or computer technology as appropriate. A state- mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade.

### Algebra 1 411400CW

**Grades 9 and 10** **1 unit**

**Prerequisite: Teacher recommendation**

Algebra 1 Mastery is the first level of college preparatory mathematics. Emphasis is place on solving linear equations and inequalities, basic operations and factoring of polynomials, and applying these concepts to solve real world problems. In this course, students are expected to master each unit with a minimum grade of “C”. Students will have two weeks to study and retake units which were not mastered on the first attempt. In order to qualify for a retake, the student must complete additional assignments on the required unit. Students who fail to master all required units will retake the course or enroll in Foundations in Algebra or Intermediate Algebra: Functions and Modeling. Parental support is an integral part of this course. A state-mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade.

### Algebra 2 411500CW

**Grades 10 and 11** **1 unit**

**Prerequisite: Geometry, Algebra 1 or Intermediate Algebra**

**Recommendation: Minimum of 77 average in Algebra 1 and Geometry or 93 average in Intermediate Algebra**

This course is designed to provide students with a strong background in algebraic concepts and processes. Topics include understanding algebraic and geometric representations of functions, quadratic, square root, and absolute value functions, rational and exponential functions, and geometric structure and patterns.

### Algebra 2 Honors 411500HW

**Grades 10 and 11** **1 unit**

**Prerequisite: Geometry**

**Recommendation: Minimum of 85 average in Geometry Honors or minimum of 93 average in Algebra 1**

This course is designed to provide students with a strong background in algebraic concepts and processes. Topics include understanding algebraic and geometric representations of functions, quadratic, square root, and absolute value functions, rational and exponential functions, and geometric structure and patterns. This course provides a depth of rigor, complexity, challenges and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate. This course is more challenging than standard level courses in order to foster growth for advanced learners.

### Geometry 412200CW

**Grades 9, 10, and 11** **1 unit**

**Prerequisite: Algebra 1 or Foundations in Algebra/Intermediate Algebra**

**Recommendation: Minimum of 77 average in Algebra 1 Mastery or minimum of 93 average in Intermediate Algebra**

This course is designed to provide students with the study of visual patterns. Topics will include geometric structure, geometric patterns, geometry of location, geometry of size, and geometry of shape.

### Geometry Honors 412200HW

**Grades 9, 10, and 11** **1 unit**

**Prerequisite: Algebra 1**

**Recommendation: Minimum of 93 average in Algebra 1**

This course is designed to provide students with the study of visual patterns. Topics will include geometric structure, geometric patterns, geometry of location, geometry of size, and geometry of shape. This course provides a depth of rigor, complexity, challenges and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate. This course is more challenging than standard level courses in order to foster growth for advanced learners.

### Pre-Calculus 413100CW

**Grades 11 and 12** **1 unit**

**Prerequisite: Algebra 3 or Algebra 2 Honors with teacher recommendation Recommendation: Minimum of 80 average in Algebra 3**

This course is designed to provide students with enhanced mathematical concepts and topics in the area of functions, sequences and series, conic sections, parametric representations, polar representations, and vectors.

### Calculus Honors 413500HW

**Grades 11 and 12** **1 unit**

**Prerequisite: Pre-Calculus with teacher recommendation**

**Recommendation: Minimum of 77 average in Pre-Calculus Honors or minimum of 85 average in Pre-Calculus**

This course is designed for advanced math students who want a foundation in Calculus before taking it at the college level. This course involves the study of functions, rates of change, and accumulation. The topics covered are limits, continuity, derivatives, applications of derivatives (motion, related rates, graph analysis, and optimization), integrals, and applications of integrals (accumulation and area).

### Probability and Statistics 414100CW

**Grades 11 and 12** **1 unit**

**Prerequisite: Geometry**

This course is designed to provide students with the study of collecting and representing data, regression analysis, and probability and probability distributions. Projects will be required in this course.



# SCIENCE

High school science, through a number of separate courses, includes instruction in the content areas of the South Carolina Curriculum Standards: earth science, life science and the physical sciences which are chemistry and physics. A sound grounding in science strengthens many of the skills that people need to use every day, such as solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning.

Although only three science courses are required for graduation with a South Carolina High School Diploma, the South Carolina Commission on Higher Education recommends the following: Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics and/or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.

While only three science courses are required for graduation, Clemson University and the University of South Carolina require chemistry or physics as one of the three lab sciences. All science courses at Military Magnet Academy are lab sciences.

Advanced Placement courses are excellent preparation for college coursework and are highly encouraged. Students passionate about science may take as many as seven or eight science courses while at Military Magnet Academy.

Students must pass Biology 1 in which a state-mandated End-of-Course Examination is administered.

The core sciences are considered to be earth science, biology, chemistry and physics. The Military Magnet Academy Science Department recommends that students planning to pursue a college major in engineering, premed, or a major in the sciences should take all four. Students may take more than one science course in a year.

Recommended for college readiness and a competitive college application: four lab science courses in three different areas. Consider taking AP courses and more than four science courses.

Recommended for accelerated students: biology, chemistry physics and Advanced Placement courses. Accelerated students are those that meet all three requirements of: a Reading MAP score of 245 or higher or a PSAT score of 1000 or higher and an Eighth Grade Science grade of 90 or higher.

Students may skip an introductory physics course (Physics H or AP Physics 1) and take AP Physics C if they meet certain criteria. Students may also choose to take an Honors Science course that interests them.

### Biology 1 322100CW

**Grades 9 and 10** **1 unit**

**Prerequisite: Ninth Grade – Algebra 1 or equivalent**

This introductory laboratory-based course is designed to give students a sound background in the major biological concepts. Biology 1 is designed to be both academically rigorous and realistic for students pursuing entry into a four-year college. Topics in Biology 1 include the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy and organization in living systems; and taxonomy. Laboratory activities provide numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands-on lab activities. A state- mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade.

### Biology 1 Honors 322100HW

**Grades 9 and 10** **1 unit**

**Prerequisite: Ninth Grade – Algebra 1**

**Recommendation: Completion of an honors Eighth Grade Science course with a minimum grade of 90 and a Reading MAP score > 245, a PSAT score > 1000**

**Tenth Grade – Earth Science Honors**

This introductory laboratory-based course is designed to give students a sound background in the major biological concepts. Biology 1 is designed to be both academically rigorous and realistic for students pursuing entry into a four-year college. Topics in Biology 1 Honors include the cell; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy and organization in living systems; and taxonomy. Laboratory activities provide numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands-on lab activities. Biology 1 Honors requires more effort and in-depth learning and prepares the student for Advanced Placement Biology. A state-mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade.

### Biology 2 322200CW

**Grades 10, 11, and 12** **1 unit**

**Prerequisite: Biology 1**

**Recommendation: Chemistry 1 or concurrent enrollment in Chemistry 1**

This course is a sequel to Biology 1 for students who seek further study in Biology. It is not designed to replace the college entry requirement of chemistry. It includes a review of cell structure and function, biochemistry, and genetics. It will include an in-depth study of the evolution of plants and animals, biotechnology and the influence of biology on society.

Laboratory study is an integral part of this class.

### Chemistry 1 323100CW

**Grades 10, 11, and 12** **1 unit**

**Prerequisite: Biology 1 or Algebra 1 or equivalent**

**Recommendation: Grade of 77 or better in Algebra 1 or grade of 85 or better in Foundations in Algebra**

Chemistry 1 provides an introduction to major chemistry principles and builds on concepts introduced in earth science. This is a mathematics-based course in which a working knowledge of algebra is critical for success. Through well-designed laboratory experiences students will master concepts, use problem-solving skills, and apply them to real-world situations. Topics included in the course are: chemical safety, atomic theory, the periodic system, chemical reactions and stoichiometry, gas laws, solutions and solubility, and acid base chemistry.

Investigative, hands-on lab activities that address the South Carolina Inquiry Standards are an integral part of this course. Chemistry 1 is the study of the sequential development of major principles with emphasis on a quantitative approach to problem solving, research and extensive laboratory experiences.

### Chemistry 1 Honors 323100HW

**Grades 9, 10, 11, and 12** **1 unit**

**Prerequisite: Biology 1 Honors or Algebra 1 or teacher placement Recommendation: Grade of 85 or better in mathematics and science courses**

Chemistry 1 provides an introduction to major chemistry principles and builds on concepts introduced in earth science. This is a mathematics-based course in which a working knowledge of algebra is critical for success. Through well-designed laboratory experiences, students will master concepts, use problem-solving skills, and apply them to real-world situations. Topics included in the course are: chemical safety, atomic theory, the periodic system, chemical reactions and stoichiometry, gas laws, solutions and solubility, and acid base chemistry.

Investigative, hands-on lab activities that address the South Carolina Inquiry Standards are an integral part of this course. Chemistry 1 Honors prepares a student for Advanced Placement Chemistry through an in-depth study of the sequential development of major principles with emphasis on a quantitative approach to problem solving, research and extensive laboratory experiences.

### Physics Honors 324100HW

**Grades 10, 11, and 12** **1 unit**

**Prerequisite: Chemistry Honors and Algebra 2**

**Recommendation: Grade of 85 or higher in both Geometry and Chemistry**

This course presents a conceptual approach to physics and stresses understanding the application of physical phenomena such as mechanics, momentum, energy, heat, motion, optics, electricity, magnetism, waves, sound, and light. Problem solving is encouraged by the use of relevant physics materials and inquiry-based laboratory materials. This honors level course emphasizes a mathematical approach with extensive laboratory experiences, research and projects.

### Earth Science Honors 326500HW

**Grades 8, 9, 10, 11, and 12** **1 unit**

**Prerequisite: Grade of 85 or higher in Honors Eighth Grade Science or Grade of 90 or higher in Eighth Grade Science**

Earth Science is an applied, lab credit science course that emphasizes the relevance of local South Carolina events and topics, and how they relate to students. The goal of this course is to provide students with the scientific principles to understand the interrelationships of Earth’s natural processes, to analyze and interpret data and evidence, and to create models that explain natural phenomena. Students will explore disciplines of chemistry, physics, geology, oceanography, meteorology, astronomy, biology, and sustainability as they develop cross- cutting science skills that will carry over to all other science courses. As climate change, coastal processes, and resource conservation become increasingly more prevalent in global discussions, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science Honors is a challenging course that emphasizes science and engineering practices, inquiry-based learning, critical thinking and problem solving skills, and collaboration. With the accelerated pace of an honors class, students will have opportunities to enrich their knowledge and understanding by mastering content standards at a deeper level. Assessments, projects, and lab reports will reflect this extended knowledge.

### Environmental Science 326100CW

**Grades 10, 11, and 12** **1 unit**

**Prerequisite: Biology 1**

The goal of this course is to provide students with the scientific principles to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary and embraces a wide variety of topics from different areas of study. Topics to be explored include environmental economics and policy, human population growth, earth’s systems and resources, energy, ecology, and environmental health. Students will conduct field studies, research, labs, and projects.

### Marine Science 322500CW

**Grades 11 and 12** **1 unit**

**Prerequisite: Biology 1**

**Recommendation: Chemistry 1 or concurrent enrollment**

This course is designed to meet the needs of the student who wishes to obtain an in-depth awareness of coastal and marine systems. The course will include a study of the biological, physical, chemical, and geological aspects of oceanography, marine biology and coastal environment, and the interrelationships among the disciplines. Instructional strategies include inquiry-based laboratory and field experiences, speakers, and projects.



# SOCIAL STUDIES

All social studies courses are aligned with the South Carolina Social Studies Academic Standards. To receive a South Carolina High School Diploma students must earn three units in social studies. United States History (1 unit), United States Government (½ unit), and Economics (½ unit) are required courses. The third unit must be a course designated as a social studies elective. These courses are designed to provide students with an understanding of the culture and history of the United States and the world around them while developing as informed, responsible citizens in a democratic society.

### World Geography Honors 331000HW

**Grade 9** **1 unit**

This course is designed to provide the student with an understanding of the major world regions and their relationship with the modern world. The course covers a regional focus with emphasis on physical geography, historical events, human geography and human-environment interaction. Each unit will involve exploring the political, cultural, and physical make-up of each of the world’s major regions including North America, Latin America, South Asia, East Asia, Europe, the Middle East, North Africa, Sub-Saharan Africa, and Australia. Students will use information to discern position, opinion and bias, recognize cause and effect, make generalizations and inferences, evaluate relevance, identify differences and similarities, evaluate decisions and course of action, think critically, and recognize problems and solutions. The ultimate goal is to stimulate interest in world events while fostering an attitude of tolerance.

With the accelerated pace of an honors class, students will have opportunities to enrich their knowledge and understanding by exploring content standards at a deeper level.

### Advanced Placement Human Geography 337900AW Grades 9, 10, 11, and 12 1 unit

**Recommendation: Ninth Grade - Completion of an honors Eighth Grade Social Studies course with a**

**minimum grade of 93 and a Reading MAP score > 245, a PSAT score**

**> 1000, or administrative approval**

**Tenth Grade - Twelfth Grades – Completion of a previous high school Honors Social Studies course with a minimum grade of 85**

This course is designed to meet the standards set by the College Board. This college level course includes the study of population, migration and cultural patterns; economic development; conflict and diffusion, environmental interaction, political geography and organization of nations, regions, and change. Students enrolled in this course must be able to analyze primary sources including letters, documents, maps, essays, graphs, tables, and photographs. Students are also expected to write clearly and precisely. Independent research and outside reading are course requirements. Each student must take the Advanced Placement examination for possible college credit.

### World History 336000CW

**Grade 10** **1 unit**

This course is designed to give students a basic understanding of world geography and world history and covers the time period from the Renaissance to the present. The students will study the political, economic, cultural, and social events that shaped the world in their geographic context. Students will create individual and group projects throughout the course and develop their writing skills.

### World History Honors 336000HW

**Grade 10** **1 unit**

This course is designed to give students a basic understanding of world geography and world history and covers the time period from the Renaissance to the present. The students will study the political, economic, cultural, and social events that shaped the world in their geographic context. With the accelerated pace of an honors class, students will have opportunities to enrich their knowledge and understanding by exploring content standards at a deeper level. Students will create individual and group projects throughout the course and develop their writing skills.

### Advanced Placement World History 337700AW Grades 10, 11, and 12 1 unit

**Recommendation: Completion of a previous high school Honors Social Studies course with a minimum grade of 85**

This college level course is a survey of world history from the beginning of time to present day. Students enrolled in this course will examine key events in world history from a variety of perspectives. AP World History focuses on all regions of the world, including Asia, Africa and Latin America. Students will analyze primary sources, read maps, graphs, statistical tables, and secondary documents. Each student must take the Advanced Placement examination for possible college credit.

### U. S. History and Constitution 332000CW

**Grade 11** **1 unit**

This course is designed to teach students the basic historical facts, concepts, and essential understandings needed to comprehend the history of our country. The course includes events and topics from colonization to the end of the nineteenth century and emphasizes the political, economic, social, and cultural history of the twentieth and twenty-first centuries. Particular focus is given to the interrelationship of history, geography, government, and economics.

Students will develop individual and group projects throughout the course and develop their writing skills. A state-mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade.

### U. S. History and Constitution Honors 332000HW Grade 11 1 unit

This course is designed to teach students the basic historical facts, concepts, and essential understandings needed to comprehend the history of our country. The course includes events and topics from colonization to the end of the nineteenth century and emphasizes the political, economic, social, and cultural history of the twentieth and twenty-first centuries. Particular focus is given to the interrelationship of history, geography, government, and economics. With the accelerated pace of an honors class, students will have opportunities to enrich their knowledge and understanding by exploring content standards at a deeper level. Students will develop individual and group projects throughout the course and develop their writing skills. A state-mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade.

### United States Government 333000CH

**Grade 12** **½ unit**

This course is designed to give students an in-depth understanding of government, its origins and functions, civic life, and politics. The course includes the foundations of American democracy and the American political system. Students will understand the role of the United States Constitution in American democracy, the relationship of the United States to other nations and to world affairs, and the role of the citizen in American democracy.

### Economics 335000CH

**Grade 12** **½ unit**

This course is designed to acquaint students with those principles and concepts essential to an understanding of the American economic system. The course includes an emphasis on economic policies and decision-making, the free enterprise system, market structure, macroeconomics, microeconomics, money and banking, non-banking financial institutions, business organizations, the role of government in market operations, principles of trade and economic development, and consumer skills. Students will develop individual and group projects throughout the course.

### Psychology 334000CW

**Grades 11 and 12** **1 unit**

This course is designed to introduce students to the major concepts and principles of psychology. The course includes an emphasis on human growth and development, cognitive processes, personality, mental health and behavior disorder, and social psychology. Students will learn the basic skills of psychological research, develop individual and group research projects, and apply psychological concepts to their own lives. Students will also develop their writing skills.

### Current Events/Foreign Policy 333700HW

**Grades 10, 11, and 12** **1 unit**

**Recommendation: Completion of any two high school Social Studies courses**

This course is designed to take an unbiased look at some of the most significant conflicts, hotspots, and danger zones impacting our world today. It is intended to familiarize students with the basic historical background of these conflicts, the opposing views within each conflict, and the impact on the USA. The course will use a student-centered curriculum that emphasizes collaboration, critical thinking, global perspectives, creativity, self-direction, and interpersonal skills in order to master the content. Students will be required to complete multiple independent research assignments that will measure their complete understanding of current situations in our ever-changing world. More importantly, students will have to defend their position on certain topics using credible sources and data gathered during their research. For defending their positions, students will construct essays, create presentations, participate in debates, and sit in on mock organizational hearings. Much of the content will be driven by what is happening globally. Students should have an interest in global affairs and knowledge of U. S. History.



# WORLD LANGUAGES

The study of a world language is an important component in a well-rounded college preparatory program. A minimum of two units of the same language is required for admission to every state-supported four-year college or university in South Carolina. Many colleges and universities, including Clemson and the College of Charleston, strongly recommend three units of the same world language.

Entering college freshmen are required to take a language placement examination which determines at what level the student should be placed. Therefore, it is highly recommended that students preparing for a four-year college follow a three-to-five unit sequence. In addition, it is recommended that college-bound students be enrolled in a world language course during their final years of high school. Students are strongly advised to take level two of their foreign language as soon as possible after level one, and to schedule subsequent levels likewise.

The ability to understand and express oneself comfortably in a foreign language is the result of an extended sequence of language study. Foreign language courses are divided into levels:

**Novice Levels 1 and 2**

**Intermediate Levels 3 and 4**

**Advanced Advanced Placement**

It is strongly recommended that students have at least a 77 average in their last English class before beginning the study of a world language. To improve the chances of success in language classes, students are advised to retake or audit a class if they score below a 77.

### Spanish 1 365100CW

**Grades 9, 10, 11, and 12** **1 unit**

**Recommendation: Minimum of 77 average in last English class**

This course is the first part of the Novice Level of Spanish studies. It is designed to develop basic language skills through activities focusing on meaningful personal communication.

Beginning level students work to understand language in selected contexts, negotiate meaning from simple authentic texts, and express themselves orally and in writing. Students study and compare the cultures and customs of Hispanic countries around the world.

### Spanish 2 365200CW

**Grades 9, 10, 11, and 12** **1 unit**

**Prerequisite: Spanish 1**

This course is the second part of the Novice Level of Spanish studies. Students continue to develop basic language skills through activities focusing on personal communication in an expanded number of contexts. Through authentic listening and reading activities, students increase their language comprehension and learn more about daily life and culture in Hispanic countries.

### Spanish 3 Honors 365300HW

**Grades 10, 11, and 12** **1 unit**

**Prerequisite: Spanish 2**

**Recommendation: Minimum of 85 average in Spanish 2**

Spanish 3 Honors is the first part of the Intermediate Level of Spanish language studies and is designed for motivated language students who wish to continue beyond three levels in high school. In this class, students are given more complex listening and reading tasks in which they use higher-level thinking skills to draw meaning from authentic text and audio materials.

Students engage in intermediate-level writing and speaking tasks, narrating in the present, past, and future. Students compare the cultures and customs of Hispanic countries around the world and make connections to other subject areas.



# PHYSICAL EDUCATION

One unit of credit in physical education is required in order to receive a South Carolina High School Diploma. Physical Education 1, which includes a personal fitness and wellness component and a lifetime fitness component, meets this requirement. The only exceptions to this unit requirement in physical education are for students substituting JROTC and students having a physical disability certified by a doctor. Certification of disabilities must be on file with the principal.

### Physical Education 1 344100CW

**Grades 9, 10, 11, and 12** **1 unit**

This Physical Education course is a performance-based class that is mandatory for graduation in the State of South Carolina. This co-educational course is designed with a variety of activities to provide students with choice curriculum along with the skills to live a healthy lifestyle. This course is designed to focus on and help the student achieve and maintain a health enhancing lifestyle. Students will participate in three basic fitness categories: cardio-respiratory fitness, muscular strength and endurance and flexibility on a daily basis.

### Physical Education 1 – Sports Training 344120CW Grades 9, 10, 11, and 12 1 unit

This Physical Education course is a performance-based class that is mandatory for graduation in the State of South Carolina. This co-educational course is designed with a variety of activities to provide students with choice curriculum along with the skills to live a healthy lifestyle. This course is designed to focus on and help the student achieve and maintain a health enhancing lifestyle. Students will participate in three basic fitness categories: cardio-respiratory fitness, muscular strength and endurance and flexibility on a daily basis.

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### WEIGHTS/STRENGTH - Weights and Strength Training 344122CW Grades 10, 11, and 12 1 unit

**Prerequisite: Physical Education 1; recommendation of Strength Coach or Athletic Director**

This course is designed for student-athletes who are interested in improving their overall fitness through weights/strength training. Activities include weight training, flexibility training, speed development and cardiovascular training. Areas discussed will include weight control, proper diet, nutrition, basic anatomy, and physiology. This course may not be used in lieu of Physical Education 1 to satisfy the graduation requirement.

### Physical Education 2 - Physical Conditioning 344200CW Grades 10, 11, and 12 1 unit

**Prerequisite: Physical Education 1**

**Recommendation: Minimum of 80 average in Physical Education 1**

This course is designed for all students who want to improve their personal fitness. The course will include personal physical training (weight training and conditioning) plus cardio fitness, balance, coordination, speed, agility and flexibility. Utilizing wellness, students will be exposed to different tools and techniques learned in class to reach the proper development of optimal fitness levels. Assessment is based on participation, student improvement, knowledge of technique and safety. This course may not be used in lieu of Physical Education 1 to satisfy the graduation requirement.

# HEALTH EDUCATION

Health education enables students to gain the tools necessary to achieve and maintain total well-being. The program provides information to students to help them live long, energetic, and productive lives. Health education provides information in such a way that it influences people to change attitudes so they take positive action about their health.

### Personal Health and Wellness 340200CH

**Grade 9** **½ unit**

**Requirement: Students enrolled in this course must be concurrently enrolled in Freshman Focus for a**

**½ unit**

The goal of Health Education is to help establish patterns of behavior that will assist a person in achieving complete health. Complete health is accomplished by having a balance of physical, mental, social, and emotional well-being. Knowledge components are addressed through seven different content sections in accordance with South Carolina’s Academic Standards for Health and Safety Science. Upon completion, students should be able to demonstrate an understanding of the factors necessary to maintain health and wellness.



# MILITARY MAGNET ACADEMY LEADERSHIP ACADEMY ARMY JUNIOR ROTC (AJROTC / JROTC)

The AJROTC Program is a military-regulated program designed to offer high school students leadership experiences and motivate them to become better American citizens. JROTC combines classroom instruction with service to school and community, extracurricular and social activities and the chance to take on leadership roles from a young age. JROTC offers relevant experience and an opportunity to improve entry-level rank in the military if the Cadet chooses that career track, gives the Cadet College prep experience for those entering a post-secondary education track, and leadership experience for those entering the workforce.

To enroll in an Army JROTC course, students must be enrolled in high school and be citizens of the United States. The student must be physically fit and exercise personal grooming standards consistent with JROTC regulations. Before and after school activities, teams and community serve are mandatory to all students who wish to attend the Military Magnet Academy. Community service is required of Cadets to advance in rank, participate in Cadet Officer Leadership School and have increased leadership responsibilities in the Corps.

The Army Dress uniform must be worn on Tuesday and Thursday of each week and/or any other day/event designated by the Instructors, and the Army Physical Training Uniform will be worn on Wednesdays of each week. A small uniform fee to help defray the cost of alterations will be assessed at the beginning of the school year and a small cleaning fee is assessed at the end of the school year. Uniform issue is free of charge but each cadet is responsible for the cost of replacement pieces and the maintenance of his or her uniform.

**No military obligation is required.**

The program is divided into four Leadership, Education, Training (LET) Levels, each 1 semester in length. When needed, further division can occur to accommodate more Cadets. The four basic LET Levels are:

**LET 1: The Emerging Leader**

**LET 2: The Developing Leader**

**LET 3: The Supervising Leader**

**LET 4: The Managing Leader**

### AJROTC LET 1 375100CW

**1 unit**

LET 1: The Emerging Leader is the first of four courses in the AJROTC high school program. This class is the basic building block to your leadership training and is invaluable to your development. The JROTC program is designed to help develop strong leaders and model citizens. As a first year Cadet you'll be introduced to content that will help the leader within you emerge. Some of the knowledge, skills, and abilities you will acquire in this unit are JROTC Foundations, Personal Growth and Behaviors, Team Building, Decision-Making, Health and Fitness and Service Learning. The Cadet will learn self-discipline and how to work as an effective member of a team. Physical Training and Drill and Ceremony are also embedded into the program.

### AJROTC LET 2 375100CW

**Grades 10, 11, 12 1 unit**

**Prerequisite: Successful completion of AJROTC LET1**

LET 2: The Developing Leader is the second of four courses in the AJROTC high school program. As a second-year Cadet you'll continue to build on LET 1 knowledge and skills, and find yourself being introduced to new content that will help you develop as a leader in the program, your school, and community. Some of the knowledge, skills, and abilities you will acquire in this unit are Leadership, Persona Growth and Behaviors, Team Building, First Aid, Decision-Making, Health and Fitness, Service Learning and Citizenship and Government. While in this class, the Cadet will further develop leadership and working as a member of a team, while learning how the government runs. Physical Training and Drill and Ceremony are also embedded into the program.

### AJROTC LET 3 375200CW

**Grades 11, and 12** **1 unit**

**Prerequisite: Requirement: Successful completion of AJROTC LET1,2**

LET 3: The Supervising Leader is the third of four courses in the AJROTC program. As a third-year Cadet, you'll continue to build on LET 1 and 2 knowledge and skills, and find yourself being introduced to new content that will help you develop your supervisory skills and abilities. You will also find yourself assuming roles of greater responsibility and supervising subordinate Cadets. Areas of interest are Leadership, Personal Growth and Behaviors, Team Building, Decision-Making, Health and Fitness, Citizenship and Government. You will also begin identifying and utilizing your refined leadership skills. Physical Training and Drill and Ceremony are also embedded into the program.

### AJROTC LET 4 375200CW

**Grade 12** **1 unit**

**Prerequisite: Requirement: Successful completion of AJROTC LET1,2,3**

LET 4: The Supervising Leader is the final of four courses in the Army Junior Reserve Officers’ Training Corps (JROTC) program. As a fourth-year Cadet, you'll continue to build on LETs 1-3 knowledge and skills, and find yourself being introduced to new content that will help you continue to lead others in your battalion. Areas of special interest include Leadership, Personal Growth, Team Building, Service Learning, and Citizenship and Government. The Cadets lead the entire Battalion during the fourth year. This hands on experience affords Cadets the opportunity to put theories of previous leadership courses into practice. . Physical Training and Drill and Ceremony are also embedded into the program.

**Junior Cadet Leadership Course (JCLC) Grades 10 and 11**

**Prerequisites: Outstanding performance through AJRTOC courses and selection for AJROTC Instructors, attendance is limited by Army budget**.

This one week live-in camp, conducted after the school year ends, at Fort Jackson, SC prepares JRTOC Cadets for leadership roles as Senior Non-Commissioned and Commissioned Officers in the Cadet Corps. The curriculum consists of academics, leadership training, and involves physical training, uniform inspections, parade, retreat, team building and personal confidence building events.



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# VISUAL AND PERFORMING ARTS

Quality arts education is an essential part of a complete education for all students and critical to their successes in the 21st Century. The arts are central to the learning process. Children begin learning through scribbling, making up rhythmic sounds, moving and dancing, and playing creative games. An effective arts program builds on these early experiences and extends them through a curriculum that engages students in the comprehensive, sequential study of the arts. All courses are offered as electives.

**Band 1** **353100CW**

**Grade 9** **1 unit**

**Prerequisite: Audition**

**Requirements: Enrollment in Band Rehearsal and participation in Marching Band and competitive events**

**Enrollment in Health/Arts for ½ unit credit**

This course is a performance-oriented program, which includes marching band, concert band, symphonic band and various ensembles. Students perform advanced, complex musical selections and perform in competitive events. Practices after school are required.

### Band 2 353200CW

**Grade 10** **1 unit**

**Prerequisite: Audition**

**Requirements: Enrollment in Band Rehearsal and participation in Marching Band and competitive events**

This course is a performance-oriented program, which includes marching band, concert band, symphonic band and various ensembles. Students perform advanced, complex musical selections and perform in competitive events. Practices after school are required.

### Band 3 353300CW

**Grade 11** **1 unit**

**Prerequisite: Audition**

**Requirements: Enrollment in Band Rehearsal and participation in Marching Band and competitive events**

This course is a performance-oriented program, which includes marching band, concert band, symphonic band and various ensembles. Students perform advanced, complex musical selections and perform in competitive events. Practices after school are required.

### Band 4 353400CW

**Grade 12** **1 unit**

**Prerequisite: Audition**

**Requirements: Enrollment in Band Rehearsal and participation in Marching Band and competitive events**

This course is a performance-oriented program, which includes marching band, concert band, symphonic band and various ensembles. Students perform advanced, complex musical selections and perform in competitive events. Practices after school are required.

# ADDITIONAL FINE ARTS

**Art 1 350100CW**

**Grades 9, 10, 11, and 12 1 unit**

### Art 1 is a foundational course that is a prerequisite for all other art course offerings. Major topics of study include the elements and principles of design, composition, cultural heritage (art history), and critical analysis. Studio provides a chance for creative expression and art production through drawing, printmaking, painting, and graphic design.

### Music Appreciation 356400HW

**Grades 10, 11, and 12** **1 unit**

**Prerequisite: Recommendation of music instructor and participation in band, orchestra, chorus, or have extensive piano experience**

This course introduces the basic compositional concepts of tonal music. Topics include scales and key signatures, rhythm, intervals, chords, transposition, part writing, figured bass, harmonization and analysis of music from the common practice period. Students develop rhythmic and aural skills through sight-singing, ear-training, and listening activities. Students must have formal music training through enrollment in chorus, band, strings or private lessons and must be able to read music and match pitch with the voice.



# CAREER AND TECHNOLOGY EDUCATION

Career and Technology Education includes courses and career majors which serve the total school population through relevant curricula oriented toward providing career directions, a sound foundation for advanced study in a variety of career paths, and the development of employability skills. Curriculum offerings provide course paths in all 16 of the federal occupational clusters. Students who complete requirements in a specific CTE pathway are considered majors or “completers” in that pathway.

Students are encouraged to select a career path and choose courses which prepare them for future education and career success. Computer skills are essential in every area and are required for graduation.

Students are encouraged to take classes at the CooperRiver Center for Advanced Studies (CAS) if it meets their desired career pathway. Transportation is provided by the district and classes will be scheduled during their MMA school day. Students and their parents should speak with their school counselor about off campus CTE classes.

* **Cooper River Center for Advanced Studies(CAS) will serve District 4 and**
* **offer the following CTE Pathways:**
* **• Arts, AV Technology, and Communications  
   o Media Technology  
  • Health Science  
   o PLTW Biomedical Sciences  
   o Health Science Technology  
  • Information Technology  
   o Computer Service and Repair  
   o Networking Fundamentals  
  • STEM  
   o Cybersecurity Fundamentals   
   o PLTW Pre-Engineering  
  • Architecture and Construction  
   o Building Construction  
  • Manufacturing  
   o Mechatronics Integrated Technologies  
  • Transportation, Distribution, and Logistics  
   o Automotive Collision Repair Technology  
   o Global Logistics and Supply Chain Management**

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# CAREER PATHWAYS at MMA (ON Campus)

### INFORMATION SUPPORT and SERVICES:

### Fundamentals of Computing 502300CW

**Grades 9, 10, 11, and 12** **1 unit**

Fundamentals of Computing is designed to allow students to explore a variety of computer science topics such as web design, human computer interactions, programming, and problem solving. Optional topics include mobile applications, robotics, and digital animation. Students will develop critical thinking, logic, and problem-solving skills relevant to today’s technology.

### Fundamentals of Web Page Design and Development 503100CW Grades 10, 11, and 12 1 unit

**Prerequisite: Integrated Business Applications 1 or Fundamentals of Computing**

Fundamentals of Web Page Design and Development is an advanced course which develops the knowledge and skills needed to design web pages. The students will be introduced to the following software tools: HTML, CSS, JavaScript, and Adobe Dreamweaver. Other programs that are learned in combination with the previous list include Adobe Fireworks and Adobe Flash.

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### Computer Repair and Service 532000CW

**Grades 9, 10, and 11** **1 unit**

**Prerequisite: Successful completion of Algebra 1 or Intermediate Algebra Recommendation: Successful completion of Fundamentals of Computing**

The Computer Repair and Service course prepares students to perform tasks related to computer repair. Students receive instruction in the installation, operation, maintenance, and repair of computer-based technology. Instruction may also include mobile devices, peripheral devices, networking, and laptops. Laboratory activities provide instruction in installation, configuration, troubleshooting, component replacement, operating systems, and upgrades in accordance with industry certification standards.

### Advanced Computer Repair and Service 532100CW Grades 10, 11 and 12 1 unit

**Prerequisite: Computer Repair and Service**

**Recommendation: Grade of 70 or higher in Computer Repair and Service**

The Advanced Computer Repair and Service course is a continuation of the computer Repair and Service course. It prepares students to perform advanced, detailed tasks related to computer repair. Students receive instruction in operating systems, security, mobile devices, and troubleshooting. Laboratory activities provide instruction in installation, configuration, operation, maintenance, security, troubleshooting, and repair of industry-standard operating systems in accordance with industry certification standards. Completion of Computer Repair and Service and Advanced Computer Repair and Service will prepare students to sit for the nationally recognized CompTIA A+ certification examinations. The student is responsible for any examination costs.

### HOSPITALITY and TOURISM:

### Introduction to Hospitality and Tourism Management 547800CW Grades 9, 10, and 11 1 unit

Hospitality + You = Unimaginable Opportunities…Introduction to Hospitality and Tourism Management explores the nature, concepts and impact of the hospitality and tourism industry. This course focuses on foundational information about the hospitality and tourism industry and provides career exploration, employability and career development skills, guest satisfaction, safety, security and environmental practices, the history of the hospitality industry, and the hospitality and tourism segments. Students are encouraged to participate in extended learning experiences such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations to enhance their learning.

### Culinary Arts Management 1 572000CD

**Grades 10 and 11** **2 units**

**Prerequisite: Application, interview with Chef, and Chef approval**

**Requirement: Students will be expected to obtain specified uniform and shoes. Financial assistance may be available to students who can demonstrate need.**

Culinary Arts 1 is designed to provide students with the necessary knowledge and skills of food preparation for entry-level jobs in the food service industry. Students explore careers and job choices, practice sanitation and safety standards, and demonstrate skills in the use of equipment operation. In addition, students are introduced to various aspects of the culinary industry, such as preparing baked items, salads, short order, desserts, and beverages.

Students will be introduced to ProStart certification.

### Culinary Arts Management 2 572100CD

**Grades 11 and 12** **2 units**

**Prerequisite: Culinary Arts 1, interview with Chef, and Chef approval**

**Requirement: Students will be expected to obtain specified uniform and shoes. Financial assistance may be available to students who can demonstrate need.**

Culinary Arts 2 is a continuation of Culinary Arts 1 and is designed to prepare students for entry-level employment in the food service industry or to continue advanced training at the

post-secondary level. Students learn all basic areas of food preparation. Emphasis is placed on menu planning, management skills, catering, and cake decorating. Students will be introduced to ProStart certification.

### BUSINESS INFORMATION MANAGEMENT:

### Digital Publication Design 517600CW

**Grades 9, 10, 11, and 12** **1 unit**

This course brings together graphics and text to create professional level documents and publications. Students create, format, illustrate, design, edit/revise, and print publications. Improved productivity of digitally produced newsletters, flyers, brochures, reports, advertising materials, catalogs, and other publications is emphasized.

### Image Editing 534000CW

**Grades 9, 10, 11, and 12** **1 unit**

**Prerequisite: Integrated Business Applications 1 or Fundamentals of Computing**

This is an introductory course designed for the students interested in pursuing a career or continuing their education in the graphic design/interactive media industries. Students are instructed in the fundamental features of Photoshop for editing and designing photos as well as learning the basics of digital photography. Successful completion of Image Editing helps provide a foundation for continued training in the graphic design/interactive media industries.

This course prepares students to sit for the Adobe Certified Associate Visual Communication with Adobe Photoshop exam. Students are not responsible for any exam costs.

### Entrepreneurship 540000CW

**Grades 11 and 12** **1 unit**

Entrepreneurship is designed to give students a general overview of the American enterprise system with special emphasis being placed on small business ownership. An important part of the course will be the development of business and managerial leadership skills as they relate to the functions of owning and managing a small business and the creation of a business plan.

# CURRICULUM FRAMEWORK

South Carolina high school students face many challenges – higher education standards, increasing college entrance requirements, and growing workforce demands. For students to be successful, high schools must provide a curriculum that is challenging and relevant. They must also offer a sequence of courses to assist students in becoming passionate, lifelong learners.

A framework for curriculum planning aids students and their parents in this process. An effective curriculum framework must have high standards and expectations for all students, a rigorous curriculum that prepares them for post-secondary education and engaging instructional strategies designed to help students learn important concepts and ideas in depth. The Military Magnet Academy Curriculum Framework includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan. Working with their parents, counselors and teachers, students develop plans that include academic as well a profession-related courses. Their plans also identify extended learning opportunities that are designed to prepare students for transition to post-secondary education and the workplace.

Military Magnet Academy strives to provide a comprehensive curriculum to address the individual needs of all of our students. The framework design allows for an integrated, multi-dimensional approach to planning that helps students become successful learners for high school and beyond. The framework provides a structure for planning and communicating high expectations.

A comprehensive curriculum framework includes the following elements:

* **Schools of Study**
* **Clusters of Study**
* **Majors within each cluster of study**
* **Individual Graduation Plan**
* **Recommended curriculum for an IGP**
* **Standardized IGP form**

A school of study is a way to organize the curriculum into broad program areas that are inter- related in nature and that relate to various professions and academic areas of study. There are four schools of study in our framework:

* + - School of Arts and Humanities
    - School of Business and Information Systems
    - School of Mathematics, Science and Engineering
    - School of Health, Human and Public Services

A cluster of study is a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry level through professional levels. Clusters of study provide a way to organize and tailor course work and learning experiences around areas of interests. Clusters of study are designed to provide a seamless transition from

high school study to post-secondary study and/or the workforce. Nationally and in South Carolina there are 16 national clusters of study as a means of organizing curriculum. They are:

* + - Agriculture, Food & Natural Resources
    - Architecture & Construction
    - Arts, A/V Technology & Communication
    - Business Management & Administration
    - Education & Training
    - Finance
    - Government & Public Administration
    - Health Science
    - Hospitality & Tourism
    - Human Services
    - Information Technology
    - Law, Public Safety, Corrections & Security
    - Manufacturing
    - Marketing
    - Science, Technology, Engineering & Mathematics
    - Transportation, Distribution & Logistics

A cluster of study has several majors. A major consists of a number of required units of study in that area. It is recommended that students take at least one course at the highest level offered. Students are asked to select a cluster of study prior to the tenth grade. By the end of the tenth grade, students are asked to select a major, focusing their academic and elective interest in a specific area. With careful planning some students may complete more than one major.

Students can change a cluster or major if their interests change. Students are never locked into a specific cluster or major. Although students need to declare a major by the end of the tenth grade, completion of a major is not a requirement for a South Carolina High School Diploma.

An Individual Graduation Plan (IGP) is a document used to assist students and their parents in exploring educational and professional possibilities and in making appropriate secondary and post-secondary decisions. It can be modified over time as the student’s interests and skills develop or change. The IGP is based on the student’s academic record, work and general life experiences, and the results of assessments, such as career inventories and achievement tests. On a yearly basis, the IGP should be modified to include courses required for graduation, courses required for a specific major, elective chosen related to a specific major, and extended learning opportunities related to the major.

A student who completes a major as defined in the Curriculum Framework will “walk” at graduation with a cord representing the School of Study. Each of the Schools of Study will have a separate color. Students may be completers in more than one major in a cluster, or more than one major in multiple clusters and may wear cords accordingly. Senior transcripts and Individual Graduation plans will be reviewed to identify qualifying students.

# MILITARY MAGNET ACADEMY DUAL CREDIT COURSES



Dual credit courses, whether they are taken at the school where the student is enrolled or at a postsecondary institution, are those courses for which the student has been granted permission by his or her home school to earn both Carnegie units and college credit. Students must have prior permission from the principal to enroll for dual credit and meet the requirements specified by the college. Courses taken through dual credit enrollment will be included in the student’s GPA/rank and weighted as Dual Credit/Advanced Placement/International Baccalaureate in accordance with the South Carolina Uniform Grading Policy.

Students who have lived in South Carolina for at least one year and take a minimum of two courses (six hours) per semester will qualify for financial assistance through the South Carolina Lottery Tuition Assistance Program. Students who have lived in South Carolina for less than one year are not considered South Carolina residents which is a requirement in order to receive State Lottery assistance.

A three-hour credit college course transfers as one high school unit of credit. Tuition, books, and any other college course fees shall be at the expense of the student or his/her parents or legal guardians. Approximate costs based on the 2020-2021 tuition rates (subject to change) are as follows:

* + - * **A three-hour course will be $587.37.**
      * **Two three-hour courses is $394.68.**
      * **The cost of 12 hours per semester is approximately $960 (after lottery assistance).**

Students who qualify for free or reduced lunch may qualify for a need-based scholarship to assist with tuition and textbooks. These students must take a minimum of two courses (six hours) per semester and maintain a college GPA of 2.0 or higher to continue receiving assistance. Need-based scholarships include all tuition and fees and a $50 credit per course towards textbook costs.

A minimum of 15 students must register in order for a dual credit class to be taught at MMAduring the school day. Some courses may be offered in late afternoon and evening sessions or at other Trident Technical College (TTC) campuses. Students who wish to enroll in a TTC course taught at MMAmust complete an application packet and return it to the Guidance Office before they will be registered for the course. These application packets will be available during student registration. Students who successfully complete dual credit courses should submit an official transcript request through their my.tridenttech.edu portal account or an Official Transcript Request Form and applicable fees to the Registrar’s Office in order to have TTC transcripts sent to the receiving college or university. For information regarding official transcripts, students should contact the Registrar’s Office at 843-574-6324.



**BIO 210: Anatomy and Physiology I**

**Prerequisites: SAT - Evidence-based Reading/Writing 530 ACT - English 19**

**High school Biology or Chemistry Accuplacer - Reading 71**

**Credit: College - 4 hours**

**High School - 1 unit**

The first part of a two-semester sequence, this comprehensive transfer course is a lecture and laboratory study with model and specimen dissections of the integrated structure and function of the human body. Basic cellular chemistry and the integumentary, skeletal, muscular, nervous and endocrine systems are presented. Cytology and histology are emphasized.



**BIO 211: Anatomy and Physiology II**

**Prerequisites: Successful completion of BIO 210 with a grade of C or higher Credit: College - 4 hours**

**High School - 1 unit**

This course is a continuation of BIO 210 and includes the study of blood, circulatory, lymphatic, respiratory, digestive, urinary and reproductive systems. Special senses, development, and inheritance are presented also.

**ECO 210: Macroeconomics**

**Prerequisites: SAT - Evidence-based Reading/Writing 530; Math 600 ACT - English 19/Math 18**

**Accuplacer - Reading 71/ARITH 66/EALG 83**

**Credit: College - 3 hours**

**High School - 1 unit**

This course covers the study of the fundamental principles and policies of a modern economy including markets and prices, national income accounting, cycles, employment theory and fiscal policy, banking and monetary controls, and the government’s role in economic decisions and growth. Successful completion of ECO 210 Macroeconomics and PSC 201 American Government fulfills the American Government/Economics requirement.



**ENG 101: English Composition I**

**Prerequisites: SAT - Evidence-based Reading/Writing 530 ACT - English 19**

**Accuplacer - Reading 71/Sent Skills 81**

**Credit: College - 3 hours**

**High School - 1 unit**

This course is the study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. It also reviews standard usage and presents basic research techniques. Successful completion of English 101 fulfills the English 4 requirement.



**ENG 102: English Composition II**

**Prerequisites: ENG 101 with a grade of C or higher Credit: College - 3 hours**

**High School - 1 unit**

This course includes the development of writing skills through logical organization, effective style, literary analysis, research and an introduction to literary genres.

**MAT 110: College Algebra**

**Prerequisites: SAT - Evidence-based Reading/Writing 530; Math 600 ACT - English 19, Mathematics 22**

**Accuplacer - Reading 71/ARITH 66/EALG 107/CLM 20**

**Credit: College - 3 hours**

**High School - 1 unit**

This course includes the following topics: polynomial, rational, logarithmic and exponential functions; inequalities; systems of equations and inequalities; matrices; determinants; and solutions of higher degree polynomials.



**MAT 120: Probability and Statistics**

**Prerequisites: SAT - Evidence-based Reading/Writing 530; Math 600 ACT - English 19, Mathematics 18**

**Accuplacer - Reading 71/ARITH 66/EALG 83**

**Credit: College - 3 hours**

**High School - 1 unit**

This course includes introductory probability and statistics including organization of data, sample space concepts, random variables, counting problems, binomial and normal distributions, central limit theorem, confidence intervals and test of hypothesis for large and small samples, type I and type II errors, linear regression, and correlation.



**MAT 155: Contemporary Mathematics**

**Prerequisites: SAT - Evidence-based Reading/Writing 530; Math 600 ACT - English 19, Mathematics 18**

**Accuplacer - Reading 71/ARITH 66/EALG 107/CLM 20**

**Credit: College - 3 hours**

**High School - 1 unit**

This course includes techniques and applications of the following topics: properties of and operations with real numbers, elementary algebra, consumer mathematics, applied geometry, measurement, graph sketching and interpretations, and descriptive statistics. This course does not typically transfer to four year colleges. However, it does meet the mathematics requirement for several TTC associate degree programs.

**PSC 201: American Government**

**Prerequisites: SAT - Evidence-based Reading/Writing 530 ACT - English 19**

**Accuplacer - Reading 71**

**Credit: College - 3 hours**

**High School - 1 unit**

This course is a study of national government institutions with emphasis on the Constitution; the functions of the executive, legislative, and judicial branches; civil liberties; and the role of the electorate. Successful completion of PSC 201 American Government/ECO 210 Macroeconomics fulfills the United States Government/Economics requirement.

**SPC 205: Public Speaking**

**Prerequisites: ENG 101 with a grade of C or higher**

**or**

**SAT - Evidence-based Reading/Writing 530 ACT - English 19**

**Classic Accuplacer - Reading 71/Sent Skills 81**

**Next Generation Accuplacer – Reading 237/Writing 237**

**Credit: College - 3 hours**

**High School - 1 unit**

This course introduces the principles of public speaking with the application of speaking skills in varied communication situations. Emphasis is placed on content and organization in the development and delivery of oral messages.

*South Carolina public two and four year colleges and universities have a list of courses that are transferable within the state public college system. Please use SC TRAC (South Carolina Transfer and Articulation Center), https:*[*//www.sctrac.org/,*](http://www.sctrac.org/) *to determine which courses will transfer. Students should verify the course they choose is a part of their college major or can be counted as an elective credit.*

*Some courses may count towards degrees at Trident Technical College but not be transferable to all South Carolina public and private colleges and universities or out-of-state colleges and universities. Students should check with the college they plan to attend to see if their courses will be accepted for college credit. Students needing assistance with this may contact the Trident Technical College Division of School and Community Initiatives at 843-574-6061.*



### Teacher Cadet 570500EW

**Grades 11 and 12** **1 unit**

**Prerequisites: Teacher recommendation, interview, selection process, and overall average no less than an 85**

**Credit: College - 3 hours; High School - 1 unit Requirement: $25 fee for supplies**

This dual credit course is considered an introduction or orientation to the teaching profession. Its main purpose is to encourage students who possess a high level of academic achievement and the personality traits found in good teachers to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about schools even if they do not select teaching as their career choice.

Students are exposed to teaching careers and the educational system through class discussion, observations, participation in public school classrooms, and interactions with administrators and teachers. Students must be willing to spend time in area middle and elementary schools and may be required to provide their own transportation. Teacher Cadets are expected to be exemplary students and should have no major disciplinary referrals during the school year.

Students who do not meet this high standard may be dropped from this class. The College of Charleston is the college sponsor for Military Magnet Academy and has waived the college fee.

**NEW DIPLOMA PATHWAYS**

**DIPLOMA PATHWAYS AND ALL SEALS OF DISTINCTION BEGIN WITH THE CLASS OF 2023, WITH THE EXCEPTION OF THE SEAL OF BILITERACY**

**These new pathways...**

• Allow students to select from a menu of courses that support and prepare them for a variety of post-secondary success.

• Allow applied courses in Career and Technical Education to count as a math or science course. For example, personal finance could count as one of the four required math courses.

• Allow integrated, applied, innovative or customized courses that prepare students for a personalized career path. These courses may count towards graduation requirements on an individual student basis if they align with South Carolina’s rigorous college and career-ready standards.

**COLLEGE-READY** SEAL OF DISTINCTION

• **Mathematics:** Algebra I, Geometry, Algebra II and a fourth mathematics course with either Algebra II or Integrated Mathematics III as a Starting with the graduating class of 2023, students will

prerequisite. have the opportunity to customize pathways to earn a diploma based on their post-secondary choices. Students can also earn seals of distinction to individualize their high school experiences by customizing their elective choices based on their career pathway choice.

• **Science:** Three units taken from two different fields and selected from biology, chemistry, physics or earth science. The third unit may be from one of the same fields as the first two units or from any laboratory science in which biology,

Students shall meet all State Graduation Requirements related to earning a high school diploma.

chemistry or physics is a prerequisite.

Note: South Carolina’s physical science course is not counted as lab science by the Commission on Higher Education PATHWAYS

• **Social Studies:** Three units of social studies including U.S. History and Government/Economics and a third course of the student’s choice.

• **World Language:** At least two world language courses other than English.

• **Fine Arts:** At least one fine arts course.

• **GPA:** A GPA of 3.0 or higher on the State Uniform Grading Scale or the college-ready benchmark on the ACT (20) or SAT (1020) *(combined math and evidence based reading)*.

**CAREER-READY AND CTE COMPLETERS, WHICH ARE CURRENTLY AVAILABLE TO ALL STUDENTS.**

SEAL OF DISTINCTION

• **Mathematics:** Four math credits that meet

high school graduation requirements. SEALS OF DISTINCTION

**Earning a graduation seal will be based on the following criteria:**

• **Science:** Three units of science with at least one course in biology and two courses *(including applied science courses)* tied to post-secondary career goals.

Students may earn one or more Seals of Distinction including an Honors Seal, College-Ready Seal,

• **Career and Technical Education:** Completion of a major in one of the 16 national career clusters.

Career-Ready Seal, and Specialized Seal. The

OR Specialized Seal focus areas are STEM, Military, World Language, Arts, and Biliteracy.

• Earn at least one industry-recognized credential or Career Readiness Certificate (CRC) at Silver

• English I, II, III, IV or their course equivalents

or higher on a designated career readiness *(AP, IB, Dual Credit or Customized)* must be

assessment *(for example, WorkKeys or WIN)* taken to earn all Seals of Distinction.

or a semester-long WBL placement credit.

• Students are not required to earn a Seal

• **GPA:** A GPA of 2.5 or higher on the State Uniform Grading Scale of Distinction

**HONORS - SPECIALIZED** SEAL OF DISTINCTION

• **English I – IV:** At least two courses at the Honors level or higher.

• **Mathematics:** Algebra I, Geometry and Algebra II with at least two at the Honors level or higher and a fourth Honors or above mathematics course with Algebra II as a prerequisite.

• **Science:** Three units taken from two different fields and selected from biology, chemistry, physics or earth science. The third unit may be from one of the same fields as the first two units or from any laboratory science in which biology, chemistry or physics is a prerequisite. Two of the sciences must be at Honors level or higher.

• **Social Studies:** Three units of social studies including U.S. History and Government/Economics and a third course of the student’s choice with at least two at the Honors level or higher.

• **World Language:** Graduating class of 2022: At least two world language courses in the same language other than English. Graduating class of 2023 and beyond: At least three world languages courses in the same language other than English.

• **Advanced Coursework:** At least four higher-level courses during junior and/or senior years which carry quality points at the Honors, Advanced Placement, International Baccalaureate or Dual Enrollment level. *Note: Honors and dual credit CATE courses as well as Project Lead the Way courses are included*

• **GPA:** A GPA of 3.5 or higher on the State Uniform Grading Scale.

**CAREER AND TECHNOLOGY EDUCATION**

CTE COMPLETER

SEAL OF DISTINCTION

Students can complete one of 16 CTE Programs of Study to earn the distinction of CTE Completer upon graduation. By completing three or four aligned CTE courses, depending on the specific program, students gain valuable knowledge and a competitive advantage in their chosen career pathway. CTE Completers wear a special silver cord at their graduation ceremony.

**STEM SEAL**

• Four elective courses beyond the required courses in math, science and technology with at least two courses at the Honors level or higher. The four courses may be in one area of STEM or across the four areas of STEM.

**ARTS SEAL**

• Four elective courses in single or multiple areas of the arts with two or more courses at the Honors or AP/ IB levels. AND

• Successful demonstration of mastery on an externally validated performance task *(AP exam of 3 or IB exam of 4 may count if the courses are taken before the senior year)*.

**MILITARY SEAL**

• Four courses in JROTC. AND

• A score of 31 or higher on the ASVAB assessment.

**WORLD LANGUAGE SEAL**

• Proficiency in a language other than English by completing a four- course concentration in the same language and/or demonstrating proficiency with a score of “Intermediate Low” or higher on the American Council for Teaching of Foreign Language (ACTFL) Exam. OR

• AP exams of 3 or higher or IB exam of 4 or higher may demonstrate proficiency if courses are taken before senior year.

• Limited English Proficiency students may complete the same criteria above but also demonstrate English proficiency with a Level 5 composite score or higher on the ACCESS language proficiency test.

• Two credits of the same language for class of 2018-19 9th graders.

• Three credits of the same language for entering 9th graders 2019-20 and beyond.

**GPA requirements: 3.0 or higher *(State Uniform Grading Scale)* is required for all specialization seals.**

**BILITERACY SEAL** The Seal of Biliteracy recognizes students who have attained a functional level of proficiency in reading, writing, speaking and listening in two languages (English and one other language) by graduation. In order to earn the South Carolina Seal of Biliteracy, students must meet the proficiency requirements specified for English and must also take a proficiency exam for one other language (currently Spanish, French, German, Latin, Mandarin, ASL, Russian, Arabic or Hebrew, for the first year), achieving a minimum proficiency level (or equivalent for Latin and ASL) of Intermediate Mid (bronze), Intermediate High (silver), or Advanced Low (gold) as defined by the ACTFL Proficiency Guidelines. The “World Language Specialized Endorsement” (beginning with the class of 2023) demonstrates a student’s superior performance in world language classes. The Seal of Biliteracy demonstrates that a student is proficient in English and at least one other world language by a standardized proficiency test.



**MILITARY MAGNET ACADEMY** encourages **all cadets** to be Career Technology and Education completers, earn a Seal of Distinction, achieve their academic best, reach personal goals, and be the **LEADERS of the 21st century**.

**Any questions regarding this Program of Studies or any questions regarding graduation requirements can be directed to the Department of School Counseling.**

**The mission of the Military Magnet Academy is to achieve academic excellence, to develop citizenship, and to promote self-discipline in a military environment.**

