

# Hampton County School District Accountability and Curriculum Plan



2023-2024

372 East Pine Street  
Varnville, SC 29944

# Table of Contents

## Contents

District Information.....	5
District Overview.....	6
Hampton County School District Mission and Vision.....	6
Mission.....	6
Vision.....	6
District Schools.....	7
Purpose of this Guide.....	8
After grades are stored:.....	11
Procedures to Change a Grade.....	11
To change a grade (or add a grade for a newly enrolled student).....	11
Out of Sync Grade.....	12
Other Information Concerning Grading and PowerSchool.....	12
Hampton County High School Programs of Study.....	13
College and Career Readiness (CCR).....	14
Planning for the Future.....	14
Goal: Workforce.....	14
Goal: Military.....	14
Goal: Two-year or Technical College.....	14
Goal: Four-year College.....	14
Partnerships.....	14
Individual Graduation Plan.....	14
Requirements for Promotion.....	15
and Grade Classification.....	15
Requirements for Graduation.....	15
SC DEPARTMENT OF EDUCATION.....	16
DIPLOMA PATHWAYS SEALS OF DISTINCTION.....	16
SOUTH CAROLINA ACADEMIC HONORS AWARD.....	16
HOW STUDENTS WILL RECEIVE.....	16
SEALS OF DISTINCTION.....	16
SOUTH CAROLINA EMPLOYABILITY CERTIFICATE REQUIREMENTS.....	16
Academic Honors.....	17
<b>Honor Graduates</b> .....	17
Other Honors and Recognition.....	17
Honor Roll.....	17
Beta Club.....	17
Post Secondary.....	18

Admission Requirements for .....	18
Post-Secondary Institutions .....	18
Requirements for .....	18
College Bound Students .....	18
Planning for Success .....	19
9th Grade .....	19
10th Grade .....	19
11th Grade .....	19
12th Grade .....	19
Class Rank.....	19
State End-of-Course Tests.....	19
Withdrawing from a Course.....	20
Retaking a Course .....	20
Credit Recovery.....	20
Credit Recovery Eligibility .....	20
Credit Recovery Grading .....	21
Student Athletes .....	21
Honors Courses .....	21
Advanced Placement.....	22
Dual Enrollment .....	22
USC-Salkehatchie: .....	22
Technical College of the Lowcountry:.....	22
Online Learning .....	23
Acellus: .....	23
South Carolina Virtual School: .....	23
Other Online Learning Programs .....	24
Course Withdrawal .....	25
Converting Grades on Transcripts.....	25
Pass (P) / Fail (F) Grades.....	25
Local Board Approved.....	26
Non-Accredited School Grades .....	26
International Grades .....	26
Excessive Absences (Failure Due to Absences).....	26
Auditing a Course .....	27
South Carolina Uniform Grading .....	28

Grade Scale Conversions .....	28
State Scholarships .....	29
College and Career Ready Assessments .....	33
SAT .....	33
PSAT .....	33
ACT .....	33
ACCUPLACER .....	33
ASVAB.....	34
Eligibility Requirements for.....	35
Interscholastic Activities .....	35
Course Registration .....	40
Course Descriptions.....	40
Core Area Subjects .....	40
ENGLISH.....	40
MATHEMATICS.....	42
SCIENCE .....	44
Social Sciences.....	45
FINE ARTS .....	48
FOREIGN LANGUAGE.....	49
HEALTH/PHYSICAL EDUCATION .....	50
JUNIOR ROTC.....	50
ACADEMIC ELECTIVES .....	50
JAG .....	52
General Electives.....	52
Dual Enrollment Courses.....	53
Appendix A – Honors Program Parent Waiver .....	85
Appendix B – Diploma Pathways Seals of Distinction .....	87
Appendix C – Local Board Approved Courses .....	89
Appendix D – HCSD Multi-Tiered System of Supports (MTSS) .....	94
Appendix E – Virtual Learning Handbook .....	101
Appendix F – Online, Virtual SC School and Acellus Agreement .....	106
Appendix G – Credit Recovery Application .....	107
Appendix H – Beta Club.....	108
Beta Club:.....	108
Appendix I – Dual Enrollment Monetary Responsibility .....	110
Appendix J – Secondary State Test Choice Form .....	120
Appendix K – Grade Re-Store Form .....	121
Appendix L – Grade Recalculation.....	122
Appendix M – South Carolina Uniform Grading Policy.....	125
Content begins on the next pageState of South Carolina .....	125

## District Information

Hampton County School District  
372 E Pine St.  
Varnville, SC 29924  
Telephone (803) 943-4576  
Fax (803) 943-4943

### School Board Members

Chairman

Hannah Priester

Secretary

Kari Foy

Parliamentarian

Sabrena Graham

Member

Bruce Davis

Member

Debra Holmes

Member

Mary Wilson

Member

Marsha Robinson

Superintendent

Dr. Ronald Wilcox

Deputy Superintendent

Toreacher Dobson

## District Overview

Hampton County School District is dedicated to providing a standards-based education to every student through a curriculum that unifies learning along a central focus for a student's entire school career. Our students excel in academics and extracurricular activities, and we have highly qualified teachers and staff who have a deep passion for what they do, backed by our community who has a heart for giving back and helping others. We embrace our responsibility in developing a caring school community that enables all students to become active and productive members of our diverse and ever-changing global society.

Hampton County High School provides a challenging and relevant curriculum with honors and dual credit courses through TCL, USC Salkehatchie, and Denmark Tech. Career & Technical Education clusters of study reflect a broad grouping of occupations and industries that are further defined into career pathways. Career pathways include a number of majors, which are designed to focus on an area of interest. Students are never locked into a specific cluster, pathway, or major.

The Hampton County High School provides early college opportunities in a smaller, more personalized learning community that prepares students for a challenging program of study by developing academic rigor, relevant coursework and building student/community relationships. Students may begin working in their sophomore year of high school toward a college degree which may include completion of an Associate of Arts degree.

### Hampton County School District Mission and Vision

#### **Mission**

HCSD provides all students with the highest quality education that equips them to succeed in an evolving world.

#### **Vision**

***“The vision of Hampton County School District is”,***

Empowering students to achieve excellence and positively impact the global community.

## District Schools

### Primary Schools

Ben Hazel Primary – Grades PK – 3  
*Principal – Brandy Noll*

Varnville Elementary – Grades PK – 3  
*Principal – Peggy O’Banner*

### Elementary Schools

Brunson Elementary – Grades PK – 6  
*Principal – Joel Vaughn*

Estill Elementary – Grades PK – 5  
*Principal – Julia Lee*  
*Assistant Principal – James Dunbar*

Fennell Elementary – Grades PK – 6  
*Principal – Bernard Sanders*

Hampton Elementary – Grades 4 – 6  
*Principal – Jody Hadwin*  
*Assistant Principal – Trina Tant*

### Middle Schools

Estill Middle School – Grades 6-8  
*Principal – Shronda Taylor*

North District Middle School – Grades 7-8  
*Principal – Jonathan Goodman*  
*Assistant Principal – Monique Manuel*

### High School

Hampton County High School – Grades 9-12  
*Principal - Cassandra Williams*  
*Assistant Principals - Tyrone Blackburn, La Sonya Bryson-Murdaugh, and Synetria Singleton*

## **Purpose of this Guide**

The purpose of this Guide is to serve as a reference manual for procedures relating to accountability and curriculum. The guide begins with general guidelines for Hampton County School District and includes specific programs of study for Hampton County High School.

# Grading

Hampton County School District follows the guidelines set forth by the state of South Carolina including the Uniform Grading Policy. (see Appendix)

Grades are categorized into one of two categories, formative and summative. Formative grades count 60% towards the term and Summative grades count 40% towards the term.

Formative - The goal of formative assessment is to monitor student learning throughout the learning process. Examples of Formative Assessments are Daily Grades, Homework, Quizzes, Daily Work, Labs, etc.

Summative - The goal of summative assessment is to evaluate student learning at the end of an instructional unit. Examples of Summative Assessments are Chapter Tests, Unit Tests, Benchmarks, etc.

The official grade for any student is the grade that is **stored** in PowerSchool under **Historical grades**. Grades are moved to Historical grades from the teacher's gradebook through a grade store process. In a normal situation, grades should not be changed by anyone other than the teacher. All grades must be stored from the teacher's gradebook. Exceptions to that may be circumstances such as Dual Enrollment classes, Elevate Classes, Acellus Classes, or an extended leave.

Elementary Grades are Calculated as follows:

### Year Long Classes Elementary

Term	Store Code	Start	End
2022-2023	<b>Q1</b>	8/3/2022	10/6/2022
2022-2023	<b>Q2</b>	10/7/2022	1/10/2023
2022-2023	<b>S1</b>	8/3/2022	1/11/2023

Category Weights	Formative = 60%	Summative = 40%
Category Weights	Formative = 60%	Summative = 40%
Term Weights	Q1 = 50%	Q2 = 50%

2022-2023	<b>Q3</b>	1/12/2023	3/22/2023
2022-2023	<b>Q4</b>	3/23/2023	6/11/2023
2022-2023	<b>S2</b>	1/12/2023	6/12/2023
2022-2023	<b>F1</b>	8/3/2022	6/13/2023

Category Weights	Formative = 60%	Summative = 40%
Category Weights	Formative = 60%	Summative = 40%
Term Weights	Q3 = 50%	Q4 = 50%
Term Weights	S1 = 50%	S2 = 50%

Middle and High School Grades are Calculated as follows:

**Year Long Classes (Middle / High)**

Term	Store Code	Start	End
2022-2023	<b>Q1</b>	8/3/2022	10/6/2022
2022-2023	<b>Q2</b>	10/7/2022	1/8/2023
2022-2023	<b>E1</b>	1/9/2023	1/10/2023
2022-2023	<b>S1</b>	8/3/2022	1/11/2023

**Gradebook Calculations for YEAR LONG classes (Middle / High)**

Category Weights	Formative = 60%	Summative = 40%	
Category Weights	Formative = 60%	Summative = 40%	
Total Points			
Term Weights	Q1 = 40%	Q2 = 40%	E1 = 20

2022-2023	<b>Q3</b>	1/12/2023	3/22/2023
2022-2023	<b>Q4</b>	3/23/2023	6/7/2023
2022-2023	<b>E2</b>	6/8/2023	6/9/2023
2022-2023	<b>S2</b>	1/12/2023	6/10/2023
2022-2023	<b>E3</b>	6/11/2023	6/12/2023
2022-2023	<b>F1</b>	8/3/2022	6/13/2023

Category Weights	Formative = 60%	Summative = 40%	
Category Weights	Formative = 60%	Summative = 40%	
Total Points			
Term Weights	Q3 = 40%	Q4 = 40%	E2 = 20
Total Points			
S1 = 40%	S2 = 40%	E3 = 20%	

**Semester Long Classes (Middle / High)**

Term	Store Code	Start	End
Semester 1	<b>Q1</b>	8/3/2022	10/6/2022
Semester 1	<b>Q2</b>	10/7/2022	1/8/2023
Semester 1	<b>E1</b>	1/9/2023	1/10/2023
Semester 1	<b>F1</b>	8/3/2022	1/11/2023

**Gradebook Calculations for Semester Long Classes (Middle / High)**

Category Weights	Formative = 60%	Summative = 40%	
Category Weights	Formative = 60%	Summative = 40%	
Total Points			
Term Weights	Q1 = 40%	Q2 = 40%	E1 = 20

Semester 2	<b>Q3</b>	1/12/2023	3/22/2023
Semester 2	<b>Q4</b>	3/23/2023	6/10/2023
Semester 2	<b>E2</b>	6/11/2023	6/12/2023
Semester 2	<b>F1</b>	1/12/2023	6/13/2023

Category Weights	Formative = 60%	Summative = 40%	
Category Weights	Formative = 60%	Summative = 40%	
Total Points			
Term Weights	Q3 = 40%	Q4 = 40%	E2 = 20

### Quarter Long Classes (Middle / High)

Term	Store Code	Start	End
Quarter 1	<b>Q1</b>	8/3/2022	10/6/2022
Quarter 2	<b>Q2</b>	10/7/2022	1/11/2023
Quarter 3	<b>Q3</b>	1/12/2023	3/22/2023
Quarter 4	<b>Q4</b>	3/23/2023	6/13/2023

Category Weights	Formative = 60%	Summative = 40%
Category Weights	Formative = 60%	Summative = 40%
Category Weights	Formative = 60%	Summative = 40%
Category Weights	Formative = 60%	Summative = 40%

Grades are stored at the end of each grading period **BEFORE** report cards are run.

### **After grades are stored:**

- The stored grades will show up in Historical Grades.
- Teachers' Gradebooks will be locked, and teachers will not be able to change grades without following the grade change procedure.
- Quick Look Up and Parent Portal will be changed to point to **HISTORICAL**
- Report cards will be printed from **HISTORICAL GRADES** for all quarters.

### Procedures to Change a Grade

There are valid reasons to change a grade.

For example:

- A student may enroll after a previous quarter is complete, and grades from a previous school need to be entered. \*\* NOTE If you are overriding a grade, you must enter the numerical grade and the percentage grade.
- A student may make up a missed assignment.
- An error may be found after the grading term is locked.

### To change a grade (or add a grade for a newly enrolled student)

- **The teacher must change the grade in their GRADEBOOK and the grade must be STORED AGAIN**
- Once the term is locked the procedure below must be followed:
  1. Complete a grade RE-STORE form (see [Appendix K](#))
  2. The principal must sign the grade change form to approve the change.
  3. The form is sent to the School Level PowerSchool Secretary.
  4. The School PowerSchool Secretary will unlock the gradebook and email the teacher.
  5. The teacher then **completes the grade change in the teacher's grade book**
    - **The teacher may need to force the gradebook to recalculate in order to update S1, S2, or F1. (see [Appendix L](#))**
  6. The teacher Must let the PowerSchool Administrator know the change has been completed in the teacher's gradebook.
  7. The School Level PowerSchool Secretary should verify the change is visible in the teacher's gradebook and send the form to the District PowerSchool Administrator

- The District PowerSchool Administrator will **re-store** the grade from the teacher's gradebook to historical grades, sign the form, and save it into the R drive under grade change forms.
8. Prior to the next reporting period the School PowerSchool administrator should verify the grade change in PowerSchool.
  9. The grade change can be verified by looking at the individual student grades in Historical grades.
  10. The PowerSchool administrator should also run the **out of sync grade report** before the end of the grading period. If an out of sync grade is identified it **MUST** be corrected.

#### Out of Sync Grade

- Step one is to determine which grade is correct.
- If the grade in the historical grade is correct the teacher must change the grade book so that it shows the correct grade and matches the historical grade.
- If the grade in the teacher's grade book is correct, the teacher must follow the grade restore procedure as listed above.

#### Other Information Concerning Grading and PowerSchool

There are times when grades may not be calculated correctly. See [Appendix L](#) for the Directions for How to re-calculate grades.

## Hampton County High School Programs of Study

All students at HCHS must select a four-year college preparatory or a two-year technical college preparatory program of studies. As mandated by the SC State Department of Education, both programs are rigorous in content adhering to state standards to prepare students for post-secondary education. Both programs also have courses that parallel each other in the core areas (ELA, mathematics, social studies, and science). Students select courses and electives within these programs based upon their chosen career cluster/major and future goals. All programs fulfill the requirements for a SC High School Diploma, equip students with college and career readiness skills, and prepare students for direct entrance into the workforce or military.

**College Prep Program** - The four-year college program requires high academic aptitude in all areas of study and prepares students for a four-year college or university. College prep level courses involve in-depth studies of content, develop analytical and problem-solving skills, and afford opportunities for students to engage in complex projects and assignments.

**Honors Program** – Honors and AP courses are available to students who meet course prerequisites for enrollment or have a signed **Level Change Form** / parent waiver. ([see appendix A](#))

**Career Technical Education (CTE)** - This curriculum involves in-depth studies of content and careers, including occupational and technological courses. Some majors offer certification, dual credit courses, internships, and work-based credit opportunities.

**Dual Enrollment** – Students are eligible to take dual enrollment courses beginning their sophomore year. See section on Dual Enrollment for criteria for each college. ([see Appendix I](#))

## **College and Career Readiness (CCR) Planning for the Future**

### **Goal: Workforce**

Students who plan to enter the workforce immediately after graduation need to carefully develop an IGP with the counsel of their School Counselor, teachers, and parents/guardians that majors in an area supporting their future occupational goals. The Career Technical Education (CTE) Department offers many opportunities to develop marketable skills and to engage students in work-site apprenticeships. Work ethic developed through applicable courses and possible on-the-job training assists students in their transition from school to the workforce.

### **Goal: Military**

Target Score: 31

Students pursuing a military enlistment or career have many opportunities at HCHS. Naval JROTC offers a four-year program that opens many doors after graduation for students. Military recruiters visit the high school campus regularly to assist students with their decisions during high school about a military career. Hampton County High School also offers and administers the ASVAB, a requirement for entering the military.

### **Goal: Two-year or Technical College**

Target Score: Silver or Higher

Students who are interested in pursuing a certificate, two-year, or technical degree should work closely with their counselor and GCDF to take full advantage of scholarships available and when applicable take advantage of Dual Enrollment courses to advance their opportunities and shorten their time in post-secondary school. Students who plan on attending a technical college should consider taking the Accuplacer and / or strive to achieve a silver or higher score on the state Ready to Work assessment.

### **Goal: Four-year College**

Target Score: ACT 20 / SAT 1020

Students who plan to apply to a 4-year college or university need to register for courses meeting not only graduation requirements but also college entrance requirements, such as foreign language and lab sciences. Students need to meet early and regularly with their School Counselor to establish and review their IGP and course load. In addition, students must take a college entrance exam required for admission. Two recognized

national exams are the SAT and ACT. These tests are different in their design and content. Hampton County High School offers and advises students planning to take one or both of these tests to enroll in the College Entrance Exam Test Prep course before registering to take either the SAT or ACT.

### **Partnerships**

Hampton County High School also has partnered with the University of South Carolina – Salkehatchie, Denmark Tech, and the Technical College of the Lowcountry to offer dual credit courses to high school seniors, which grant them college credit hours if successfully completed. AP course exams are offered to students enrolled in these courses to try to earn additional college credits if students pass the exam with a score of 3 or higher. Students should check with the college they plan to attend to determine minimum AP score requirements.

### **Individual Graduation Plan**

Each Student needs to meet annually with his/her School Counselor to discuss a successful career plan and ensure that he/she is taking the correct courses to align with his/her goals. A Parent/Guardian should be in attendance during this meeting to ensure full understanding. A Parent/Guardian's participation is required before course selections can be saved.

## Requirements for Promotion and Grade Classification

Total	24 units
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Grade classification is determined at the beginning of the school year in order to comply with state law and ensure continuous and appropriate progress through Grades 9-12.

ALL HCHS students must demonstrate proficiency in computer literacy before graduation.

\*Technology Prep program requirements: For a student planning to attend a technical college or to enter the workforce, one unit must be earned through the CTE program in addition to the computer science unit. To meet program completion requirements, four occupational units of instruction must be earned.

Rising Class	Requirements Met
Freshman	Promotion from 8th grade
Sophomore	5 units (including 1 English unit and 1 math unit)
Junior	11 units (including 2 English units, 2 math units, 1 science, and 1 social science)
Senior	17 units (including 3 English units, 3 math units, 2 science units, and 2 social science units)
Graduate	24 units earned by graduation day

Every rising senior must sign up for a minimum of two (2) courses each semester (if taking DE courses students must have three (3) total per semester.) and have an assigned advisor. These courses must be attended by each senior in order to be classified as a student. [This is a requirement of the SC High School League Eligibility Guidelines and Impacts Other Funding Sources] Every 9th, 10th, and 11th grade student must sign up for a minimum of four (4) courses each semester.

## Requirements for Graduation

To qualify for a South Carolina High School Diploma, students must earn 24 units of credit and take the state college and career readiness exam. The unit requirements are as follows:

Subject	Required Units
Language Arts	4 units
Mathematics	4 units
Natural Science	3 units
United States History	1 unit
Other Social Studies	1 unit
US Government	½ unit
Economics and Personal Finance	½ unit
Physical Education/NJROTC	1 unit
Computer Science	1 unit
Foreign Language or Career and Technology Education (CTE)*	1 unit
Electives	6.5 units
Advanced Financial Literacy ½ credit	.5 units

## SC DEPARTMENT OF EDUCATION DIPLOMA PATHWAYS SEALS OF DISTINCTION

Beginning with the freshman class of 2018 – 2019, students have the option of earning one or more Diploma Pathway Seals of Distinction (Honors Seal, College-Ready Seal, Career-Ready Seal, and/or Specialization Seal (STEM, World Language, Military, and/or Arts). Seals require completion of all graduation requirements. Please see [\(Appendix B\)](#) for specific seal requirements.

## SOUTH CAROLINA ACADEMIC HONORS AWARD

Receive a minimum grade of “B” for each semester course through the 7th semester  
Achieve either a score of 710 on the SAT verbal OR a score of 690 on SAT math or an ACT score of 30 on English OR 33 on Math  
OR Verbal and Math SAT TOTAL of 1400 OR ACT composite score of 31

### HOW STUDENTS WILL RECEIVE SEALS OF DISTINCTION

The Seals of Distinction are entered into PowerSchool for graduating students who qualify for one or multiple Seals. The Seals of Distinction do not appear on the transcript but are instead stored in PowerSchool and issued via the Parchment application in the form of an SCDE digital credential. The credential template can display more than one seal. Students receive notification via their personal email (from Parchment) to claim the credential using their existing Parchment account. The Seal of Distinction credential will be available to share on social networks or to download as a secure PDF.

Students are required to submit their personal email address to the school counselor. The student’s personal email housed in PowerSchool must be accurate in order to receive a Seal of Distinction. The student’s email should be entered in the Student Email link under Information. Start Page > Student Selection > Student Email

### SOUTH CAROLINA EMPLOYABILITY CERTIFICATE REQUIREMENTS

The Employability Credential is designed for students with disabilities for whom the IEP team determines mastery of a career-based educational program (that includes academics, independent work experience, daily

living skills, and self-determination skill competencies) is the most appropriate way for a student to demonstrate his or her skills and provide a free appropriate public education (FAPE).

To attain the Employability Credential, the student must meet the graduation requirements of one unit of physical education/health (or equivalent) and one unit of technology course; adhere to the local attendance policy; and a total of 24 earned units that include the following:

English Language Arts 4 units  
Mathematics 4 units  
Science 2 units  
Social Studies 2 units  
Employability Education 4 units  
Technology 1 unit  
Physical Education / Health 1 unit  
Electives 6 units

Coursework in the four core areas (English Language Arts, Mathematics, Science, and Social Studies) must meet South Carolina College- and Career-Ready Standards.

In addition to completing coursework outlined above, to receive an Employability Credential, a student must:

1. Complete a career portfolio that includes a multimedia presentation project;
2. Obtain work readiness assessment results that demonstrate the student is ready for competitive employment; and
3. Complete work-based learning/training that totals at least 360 hours, in which:
  - a. Work-based learning/training is school-based, community-based, and/or paid or unpaid employment;
  - b. Work-based learning/training is aligned with the student’s interests, preferences, and postsecondary goals and individual graduation plan; and
  - c. Paid employment is at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act.

For more information <https://thesccredential.org/>

## Academic Honors

### Valedictorian and Salutatorian

Students must be enrolled in a high school for 4 years and enrolled in the high school awarding the diploma for 4 consecutive semesters, prior to graduation. Students who participate in Governor's School, International Students, and Foreign Exchange Students are eligible for consideration. Students electing accelerated graduation, graduating in less than 4 years are not eligible. Selection of the valedictorian will be based on GPA calculated at the conclusion of the final semester of their senior year. Valedictorian has the highest ranked GPA and Salutatorian is the second highest ranked GPA.

NOTE for the 23 – 24 school year only, students must have been a Hampton County School District student for 4 consecutive semesters.

Valedictorian and Salutatorian are expected to speak at the commencement ceremony.

## Honor Graduates

High Schools uniformly determine the class rankings of students based on the Grade Point Average (GPAs) of students in grade twelve. GPAs are calculated after seniors' grades are finalized at the end of the school year. GPAs will be used to determine honor graduates at the graduation ceremony. HCSD uses the Latin honors system as follows:

**Summa Cum Laude** – GPA of 4.250 or higher

**Magna Cum Laude** – GPA of 4.000 to 4.249

**Cum Laude** – GPA of 3.750 to 3.999 on the SC uniform grading scale.

### **Other Academic Recognitions during graduation:**

Academic Achievement 3.60 - 3.99 (Single cord)  
Academic Excellence 4.0 or higher (Double cord)

Transcripts and preliminary class rankings are updated 3 times per year: one at the beginning of the year, one at the end of the second semester, and one at the end of the year.

To determine Junior Marshals for a Hampton County School graduation ceremony, the district will use the student's cumulative grades through the first

semester reporting period of their junior year. Students in the top 10% of their class based on GPA will be selected to serve as Junior Marshalls.

Tenth and eleventh graders will be ranked after the 180th day of school when all grades have been finalized to be considered for initial eligibility for SC Palmetto Fellows Scholarship.

## **PALMETTO FELLOWS SCHOLARSHIP**

Academic Qualifications (see the SCDE website for more information on other qualifications)

GPA = or > 3.5 OR GPA = or > 4.0  
SAT 1200 or ACT composite 25 OR SAT 1400 or ACT composite 32  
Rank in top 6% of class at end of 10th, 11th or 12th  
LIFE SCHOLARSHIP\*

## **MUST MEET 2 OF THE FOLLOWING 3 CRITERIA AT THE END OF THE SENIOR YEAR WITH THEIR FINAL TRANSCRIPT:**

3.0 GPA (This is the only criteria needed to use LIFE at a 2-year school)  
Rank in top 30% of class  
1100 SAT OR 22 ACT

## **HOPE SCHOLARSHIP**

3.0 GPA  
Students will be recognized for LIFE and HOPE at the awards program based on current GPA, however, the actual award is based on the final transcript.

## **Other Honors and Recognition**

### Honor Roll

Students who have met the following criteria will be recognized at the end of each semester:

Principals Honor Roll

All As with no grade below a 90.

Honor Roll

An average of a B or higher with no grade below 70.

### Beta Club

Hampton County High School will offer a chapter of the National Beta Club. The mission of the National Beta Club is to promote the ideals of academic achievement, character, service and leadership among elementary and secondary school students.

[See Appendix H](#)

## Post Secondary

### Admission Requirements for Post-Secondary Institutions

All public and private colleges, universities, and technical colleges adhere to admission standards. Students should refer to college catalogs for specific admission procedures and course requirements or seek the assistance of a School Counselor in determining these requirements. Students should always take the highest-level courses they are capable of completing successfully. Students and parents may also reference the Commission on Higher Education at <https://www.che.sc.gov>.

Minimum diploma requirements do not prepare a student for admission to college. The responsibility for meeting course and graduation requirements rests with each individual student.

**Additional Requirements of Some Universities:**  
Students should strongly consider taking Algebra 2 as this is a requirement for most 4-year colleges/universities. Most four-year colleges /universities require at least two units of the same foreign language, but some colleges require three {3} units of the same language, for example, Clemson and the College of Charleston). Students should strongly consider World History or Geography.

## Requirements for College Bound Students

The Commission on Higher Education has set new prerequisites for admission to the state's public colleges and universities. These requirements for entrance into a state supported college or university are as follows:

Subject	Required Courses *
English	4 units (English I, II, III, IV, AP English, or English 101 & 102)
Mathematics	4 units (Algebra I, II, Geometry, Pre-Calculus, AP Calculus, Prob & Stat, Math 110, and Math 120) Some colleges do not accept Discrete Math as a math credit.
Science	3 lab science units (Two units must be taken in two different fields and selected from biology, chemistry, or physics)
Social Studies	3 units (½ unit of economics, ½ unit of government, 1 unit of US History, and 1 unit of other social science)
*Foreign Language	2 units in the same language. (Some colleges or universities require 3 units)
Physical Ed or NJROTC	1 unit
Computer Science	1 unit
Fine Arts	1 unit
Electives	4.5 units (Identified in IGP)
	.5 Financial Literacy
Total	24 units

\*Juniors should check what the individual college they are considering requires for admission. Requirements differ from school to school.

## Planning for Success

### 9th Grade

Maintain attendance to meet 120 / 60-hour state requirements for seat time  
Plan study time at home and do your homework.  
Prepare all year for EOC tests with good work habits and study skills.  
Engage in school and community extra-curricular activities, i.e. sports and clubs.  
Develop IGP with your parents/guardians, teachers, and counselor.  
Start your SCOIS portfolio, research career apportions and appropriate pathways.  
Freshman should register for the following courses:

English	1 unit (unless otherwise advised)
Math	1 unit (unless otherwise advised)
Science	1 unit (unless otherwise advised)
Social Studies	1 unit
Computer Science	1 unit
PE or ROTC	1 unit
Electives	2-3 units

### 10th Grade

Maintain attendance to meet 120/60-hour state requirements for seat time.  
Continue to develop good study skills and work habits.  
Explore careers.  
Prepare all year for EOC tests.  
Review your IGP and register for another course for your major.  
Register for a college entrance exam test prep course.

### 11th Grade

Maintain attendance to meet 120 / 60-hour state requirements for seat time  
Take the PSAT again to apply for the National Merit Scholarship.  
Research a career related to your major.  
Focus on your goals and maintain good study skills and work habits.  
Tour college campuses that interest you with your parents/guardians.  
Take SAT and/or ACT in the winter or spring.  
Students will take the Ready to Work Exam in the spring.  
Review IGP and transcript to register for required classes for graduation and major.

### 12th Grade

Maintain attendance to meet 120 / 60-hour state requirements for seat time  
Make an appointment to meet with your School Counselor.  
Check transcript to make sure you are meeting graduation requirements.  
Focus on your goals; maintain good study skills and work habits.  
Be prepared for semester exams.  
Tour college campuses with your parents/guardians to decide where you will apply.  
Complete applications and submit them by the deadline.  
Attended financial aid workshop; complete FAFSA and other necessary forms by February.  
Apply for applicable scholarships by their deadlines.  
Pay any fees owed to the school for senior supplies or other debts.  
Keep a calendar to make sure you do not miss any deadlines.

### Class Rank

Class rank is one of the most crucial factors determining college admission. For each student, the ranking will be computed using the final grade in each high school credit beginning with the first class taken including courses taken at the middle school. The weighting of the course and the number of courses that the student will take directly impacts GPA and class rank. Seniors should take that into extreme consideration when selecting their courses.  
Class rank is calculated three times per year at the end of each term. Semester 1, Semester 2, and following the Summer Term

### State End-of-Course Tests

The state mandates end-of-course testing for specified courses. Scores from these tests will count 20 percent of each student's grade in that course. State end-of-course tests are currently given in English 2, Algebra 1/Intermediate Algebra, Biology 1, and U.S. History and Constitution.

In other courses where a final exam is given, exams will count 20 percent.

## **Withdrawing from a Course**

With the first day of enrollment in the course as the 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. 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.

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. Withdrawal limitations for distance learning courses will be established by local districts. 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 Carnegie units 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 Carnegie units but will be factored into the student's GPA as a 50.

Students may REQUEST a schedule change, but there is no guarantee that the requested change will happen. ALL schedule change requests MUST be submitted within the first TEN class days of school for a year-long course or within the first FIVE days of school for a semester course.

Legitimate reasons for schedule changes:

Summer school – Counselors will make schedule corrections as soon as summer school grades are completed or when a copy of the final summer school report card is provided. The requests should be made prior to the first day of school.

Failed prerequisite course

Computer error – Corrections will be made as soon as guidance staff, parents, students, or teachers discover errors

A request for teacher change will not be granted unless the student has previously failed a course with the scheduled teacher and then only if space permits.

## **Retaking a Course**

Retaking a Course Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a WP, WF, FA, D or an F in that course. Districts may extend the policy to allow students making any grade to retake any course per local board decision. 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 took a course for a unit of high school credit before their ninth-grade year may retake it regardless of the grade they 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).

## **Credit Recovery**

The term Credit Recovery (CR) refers to a block of instruction that is less than the entirety of the course. CR targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course. CR is for students who have failed the course and wish to recover the credit without retaking the entire course.

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

### Credit Recovery Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit (first attempt) course. Students must have obtained a grade of

50 or higher in the initial credit course or the student is not eligible for credit recovery and must retake the full course to receive credit. Students must have met HCSD high school attendance guidelines in the initial credit course to be eligible for credit recovery in that same course. **Students who receive an FA in a course cannot retake it as a Credit Recovery. Students who receive an FA must retake the full course.** Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade. Students are eligible for a credit recovery course immediately following the academic year/semester that he/she failed an initial credit course. Credit recovery courses may be completed in a summer session or in the next academic school year for the same failed course.

Only students in grades nine through 12 may participate in credit recovery.

The following limitations are set regarding the number of credit recovery courses a student may take:

Semester=maximum of 2 CR courses, School Year= max. of 3, 9-12 Grades= max. of 6

School-Within-School- Semester= max. of 2, School Year= max. of 4, 9-12 Grades=8

Credit Recovery Instruction and Curriculum

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program (i.e., Acellus Learning System), Virtual SC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable. Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district. The standards and concepts to be addressed in credit recovery courses will be determined individually based on the student's needs.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

#### Credit Recovery Grading

Students are not permitted to remain in a credit recovery course for more than one academic year.

Credit recovery courses taken during the final semester of the school year must be completed by the last day of the academic year. Students taking credit recovery courses in a summer session must complete the

coursework and receive a final grade by the end of the second week of the first semester. Those seniors who take a credit recovery course after the school's graduation date for the spring term will be considered summer graduates and must also complete coursework by the end of the second week of the first semester. When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. If the student passes the credit recovery course with a 60 or higher, the passing grade will be entered as "P." If the student does not pass, the failing grade will be entered as "NP." Neither the "P" nor the "NP" grade designation will impact the student's GPA. A student wishing to modify his/her GPA shall repeat the full course for credit and not seek a credit recovery solution.

### **Student Athletes**

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through content and credit recovery programs. Participation in these programs is likely to affect a student's eligibility for NCAA play (i.e., No Credit Recovery courses are approved by the NCAA). Consult the district athletic director and School Counselor for more information.

#### **Cost**

The district may elect to charge a fee for credit recovery courses.

### **Honors Courses**

Honors courses designed to deepen the level of study of specific high school courses are offered to meet the needs of students demonstrating exemplary skills in a particular content area. Students identified as gifted are automatically eligible in their identified area. Students are identified through ability tests, classroom performance, iReady testing, and standards-based or norm-referenced achievement tests. Teachers recommend students for these classes based on these criteria because the honors

curriculum demands critical and analytical thinking, high-level reasoning and decision-making, self-directed learning, and self-discipline. Students must have organizational and time management skills to devote the amount of time to studies and assignments required to be successful in honors courses. Successful completion of honors courses is required to continue at the honors level. Students who do not meet the academic requirements for honors courses may be registered with parent consent. A signed level change form must be on file.

Students who are identified as Gifted and Talented are strongly encouraged to take honors level classes in their identified area.

### **Advanced Placement**

Advanced Placement (AP) is a program that offers college level curricula and examinations to high school students. Universities and colleges often grant placement and course credit to students who obtain high scores on the examinations. Advanced placement that is awarded based on AP Exam scores allows students to skip introductory classes, enter higher-level classes, or fulfill general education requirements.

Students are strongly encouraged to visit college/university websites or talk with admissions officers to find out specific policies for earning and using AP credit at the different colleges and universities they are considering.

### **Dual Enrollment**

Hampton County High School has a partnership with three area colleges: USC-Salkehatchie, Technical College of the Lowcountry, and Denmark Technical College. (see [Appendix I](#) for the District Dual Enrollment Packet) This partnership allows HCHS students the opportunity to take college courses and to receive college AND high school credit for those courses (dual credit). Dual Enrollment classes can positively or negatively impact a student's future college GPA, scholarship opportunities, and high school GPA. For that reason, the district will require the following:

- B or higher in the core classes.
- GPA of 3.0
- Cannot have more than 2 dual enrollment credits with a D, F, or WF.

Each college has different pre-requisites of which students and parents need to be aware. The registration guidelines are listed below:

All EOC classes must be taken at the high school level.

#### USC-Salkehatchie:

District Minimum Requirements -

USC-Salk limits enrollment in dual credit classes to juniors and seniors who have met ALL pre-requisites outlined in the course descriptions. A staff member from USC-Salk comes to HCHS to register students, and payment (\$10.00 registration fee) is expected upon registration. Students must register with the dual enrollment advisor to ensure they are registered for the classes. Grades are given by letter and converted to a numerical grade based upon the SC Uniform Grading Policy.

#### Technical College of the Lowcountry:

Technical College of the Lowcountry (TCL): TCL limits enrollment in dual credit courses to sophomore through seniors who have met the following prerequisite:

ACT English 18 Math 22

SAT score 540 Writing and Verbal 480 Math

Passed the appropriate subject Accuplacer 71 Reading and 81 in Writing Greater than or equal to 100 in Math.

Met multiple measure requirements of a 3.0 GPA and have a B average in English 1 and 2 to take courses in English and Algebra I and Geometry to take courses in math. It is suggested that students complete high school math courses through Algebra 2 and high school English courses through English 3.

Class choices are shown on the course request form, and course descriptions are available on a separate flyer.

Courses will be taught by TCL instructors at the Mungin Center in Hampton. Grades are given by letter and converted to a numerical grade based upon the SC Uniform Grading Policy. Please ask your School Counselor for a list of available courses and course fees.

#### *Registering for Dual Enrollment Courses*

Students must have school counselor approval prior to registration for any Dual Enrollment Courses and follow all HCSD procedures. To complete registration, a student must also follow and complete the registration procedures for the college. (Meeting with school counselors does not register you for the course)

## *Impact of Dual Enrollment Classes*

Taking college courses during high school can have a number of advantages. First, dual credit courses can save a student money in the long run because the courses can transfer to most colleges/universities and thereby cut down on the overall course load (and cost) of their college education. It is possible for some of our graduates to have as many as 24 semester hours as they begin their freshman year in college. It is, however, the responsibility of the student and parents to check with prospective colleges for transfer agreements. Second, dual credit courses are weighted heaviest on the SC Uniform Grading Scale and can positively affect a student's GPA; however, both students and parents must realize that these dual credit courses can affect a student's status for the LIFE or Palmetto Fellows Scholarships. These are college courses and earning a grade below a "B" average (3.0) can cause a student not to receive funds for some scholarship programs with a GPA requirement. Careful thought and consideration are encouraged before enrolling in any dual credit courses. Students also should choose alternative courses because situations may arise which require cancellation of a college class offering (i.e., not enough enrollment, no instructor). See your School Counselor for more information.

**Grades for any dual enrollment class from any institution are given by letter and converted to a numerical grade based upon the SC Uniform Grading Policy.**

**Dual Enrollment courses that receive a 65 / D will receive high school credit but not transferrable college credit.**

**Students who earn a D, F, or FA in two or more Dual Enrollment courses cannot enroll in another Dual Enrollment course without prior committee approval.**

Students who withdraw after the drop add time or fail a Dual Enrollment course will be monetarily responsible for the course. ([see Appendix I](#))

## **Online Learning**

HCHS offers students personalized learning through computer proficiency-based online systems.

### Acellus:

Acellus is an online program through Hampton County High School to help promote timely graduation for students who are behind and may need an individualized graduation program. Courses are offered on an individual basis as needed to assist, enhance, or accelerate progress towards graduation. Each student has access to self-paced courses, engaging video lessons, and personalized instruction.

Students can select from an expansive list of courses; in addition to core subjects, like math, language arts, and science, students can select electives that they find interesting, which allows them to experiment with subjects tailored to specific career fields.

Before selecting classes, high school students can create a high school education plan with their School Counselor, which accounts for the student's unique interests and potential career options. Since there are numerous courses available to high school students, this provides direction and recommendations to help students achieve their goals.

Acellus offers both initial credit and credit recovery options that align with SC state academic standards.

Students who participate in Acellus courses will abide by the same withdraw and completion rules as traditional HCHS courses. **A student who fails a course on Acellus will not be allowed to participate in another initial credit course on Acellus without Acellus committee approval.**

\*For further information on Acellus, refer to the Virtual Learning / Acellus Handbook in [Appendix E](#)

Note: "Acellus Academy", which is offered through the Acellus company independent of the school, is not accredited and does not qualify for high school credit unless it meets the criteria outlined in the Acellus Handbook.

### South Carolina Virtual School:

VirtualSC is a free state-sponsored online program serving students currently attending public, private and home schools in grades 6-12 and Adult Education Programs.

A student must be enrolled in HCSD and attending classes in order to take SC Virtual School Classes.

VirtualSC offers free rigorous online courses aligned to state standards that are developed and taught by Highly Qualified, SC licensed teachers.

By its nature SC Virtual School is for students who are self-motivated and diligent with their course work. It is the student's responsibility to complete all courses within the time frame that they are registered for. All students who are enrolled in SC Virtual School courses follow the same rules as traditional courses held at their base school. Students should pay close attention to withdraw dates, grades, and attendance since all courses will be reflected on the student's final transcript.

It is Hampton County High School's policy that if a student is enrolled in a SC Virtual School course and earns a failing grade (F, WF, or FA), that student will not be eligible to take SC Virtual School courses until one school calendar year has passed.

SC Virtual School offers initial credit courses at the CP, honors, and AP level as well as credit recovery courses.

#### Other Online Learning Programs

There are other online programs available for students who withdraw from Hampton County High School. A list of these programs can be found through this SCDE link.

## Grading

### South Carolina Uniform Grading Policy

The modified South Carolina 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.

#### 10 Point Scale Letter grade

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Coursework will be awarded quality points based on the 10-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 grade point conversion chart. No additional criteria will be used to determine quality points awarded.

#### Grade Point Average (GPA)

South Carolina uses a Uniform Grading Scale to calculate Grade Point Average (GPA) and class ranks for high school students. The scale is used to convert a student's numeric grade to a point equivalency. By state order, all courses carry the same grade points except honors, AP, and dual credit courses. Honors courses earn an added 0.5 weighting and dual credit and AP courses earn an added 1.0 weighting

## Course Withdrawal

With the first day of enrollment in the course as the 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.

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 61) will be calculated in the student's overall grade point average.

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. Local districts will establish withdrawal limitations for distance learning courses.

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 Carnegie units 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 Carnegie units but will be factored into the student's GPA as a 50.

If a student fails a course due to excessive absences, an FA may be recorded on his or her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50. Students who fail due to absences are ineligible for credit recovery.

## 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, this conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50. 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 SBE Regulation 43-273 for additional information on transfers and withdrawals.

## Pass (P) / Fail (F) Grades

If the transcript of a transferring student shows 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 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).

Note that “P” and “F” may be awarded to non-transfer students only for credit recovery coursework (see the section entitled Course Recovery in this catalog).

### **Local Board Approved**

Local board approved courses awarded in a district may be transcribed from the sending school to the receiving school by applying the course code that most closely aligns to the course. High schools should refer to the Activity Coding System Manual for the appropriate transfer course code. [See Appendix C](#)

### **Non-Accredited School Grades**

The criteria for accepting transcripts from homeschools are a local decision based on local policy. HCSD may consider looking at the homeschool student’s transcript with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits coming from homeschools. Homeschool students may have weighted course credits. If so, the district may review supporting evidence from the parent/student or the home school association to justify the weighting. Options for validation may include administration of district-approved assessments, examination of student work to include any supporting valid documentation, assignment of the grades “P” or “NP” to the transfer credits, and/or a combination of local board approved options. The district may also apply the SC Honors Framework to the evidence provided to determine if honors weight can be transferred to the public-school transcript. When a course credit coming from a homeschool has no match in the state high school Activity Coding System manual, an “elective transfer credit” in the content area may be awarded for that course.

### **International Grades**

The criteria for accepting international transcripts from international students are a local decision based on state requirements. International Students who have already met graduation requirements in their home country are still eligible to attend HCHS for a South Carolina High School diploma. Where there are questions about a particular course, HCSD may attempt to gather as much course information from the sending school including course syllabi, standards, end-of-course assessment results, etc., to determine the course credits that are the best match. The district may also apply the SC Honors Framework to the evidence provided by the student. When a course credit coming from an international school has no match in the state Activity Coding System manual, an “elective transfer credit” in the content area may be awarded for that course. Additional guidance may be obtained from the Office of Federal and State Accountability at the SCDE on an individual basis.

### **Excessive Absences (Failure Due to Absences)**

As noted in Regulation 43-274VII (B), students with absences may make up work or demonstrate proficiency as determined by the local school district. If a grade of FA is assigned, it will carry no earned CP units but will be factored into the student’s GPA as a 50.

A student must receive a minimum of 120 instructional hours to receive one unit of credit and a minimum of 60 instructional hours to receive ½ unit of credit regardless of the number of days missed. Any student whose absences exceed the allowed number of days missed whether the absences are lawful, unlawful, or a combination thereof will be required to make up the district approved seat time recovery program to attempt to regain credit for the course.

- **NO MORE THAN 10 ABSENCES IN YEARLONG COURSE**
- **NO MORE THAN 8 ABSENCES IN A SEMESTER LONG COURSE**
- **NO MORE THAN 4 ABSENCES IN A QUARTER LONG COURSE**

Once a student reaches 31 days in a 180-day (yearlong) course, 21 days in a 90-day (semester)course, and 11 days in a 45-day (quarter) course the student will receive an FA on their transcript and will not be awarded credit for the course.

## **Auditing a Course**

Local boards may establish a policy to allow a student to audit a course for no grade. The decision to audit must be made in advance of taking the course and the student must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course must be marked for “no credit” and “not included in GPA” at the student level. Students who audit a course that requires an end-of-course examination should not take the End-of-Course Examination Program (EOCEP). Districts may develop a policy that students auditing an AP or IB course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses. Use the Activity Coding System manual for guidance on using course codes for auditing.

# South Carolina Uniform Grading Grade Scale Conversions

## 10 Point Grading Scale

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual 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
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

## State Scholarships

<https://www.che.sc.gov/students-families-and-military/scholarships-and-grants-sc-residents>

### *SC HOPE Scholarship Program*

The SC HOPE Scholarship Program is a merit-based scholarship created for students attending a four-year institution who do not qualify for the LIFE or Palmetto Fellows Scholarship. The scholarship is awarded during the freshman year of attendance only.

High School Early Graduation: Students who complete all requirements for high school graduation mid-year (December/January) may be eligible to participate in the state scholarship programs if they meet all initial and general eligibility criteria. Students are responsible for ensuring that all required documentation is submitted to their institution's financial aid department by their established deadline. All decisions regarding students' Early Graduation Applications will be based entirely on the documentation/information submitted to the institution by the institution's established deadline. Students must check with their institution's financial aid department for required documentation. Students must submit the minimum documents to their institution's financial aid department:

- A final official high school transcript that demonstrates all required items;
- A letter on school letterhead signed by the principal/school counselor stating that the student has completed all the SC graduation requirements;
- SAT/ACT scores (if applicable)

\*Please note: Students who graduate mid-year are not able to use rank as an eligibility criterion for the LIFE and Palmetto Fellows Scholarship.

In order to qualify for the SC HOPE Scholarship, a student **MUST** meet the following general and initial eligibility requirements:

#### General Eligibility Requirements

- Graduate from high school or complete an approved home school program as prescribed by law;
- Attend an eligible South Carolina public or private college or university;
- Be a South Carolina resident at the time of high school graduation and at the time of college enrollment;
- Be a U.S. citizen or a legal permanent resident (who meets the definition of an eligible non-citizen according to State Residency Statutes) **determined by the college;**
- Be enrolled as a full-time degree-seeking student;
- Certify that he or she has never been convicted of any felonies and has not been convicted of any second alcohol or other drug-related misdemeanor convictions within the past academic year;

- Verify that he or she is not in default and does not owe a refund or repayment on any Federal or State financial aid; and
- Must not be a recipient of a LIFE Scholarship, Palmetto Fellows Scholarship, or Lottery Tuition Assistance.

Initial Eligibility Requirements: In order to qualify for the SC HOPE Scholarship, first-time entering freshmen must meet the following criteria:

- **Earn a cumulative 3.0 GPA according to the South Carolina Uniform Grading policy.**

### *SOUTH CAROLINA LIFE SCHOLARSHIPS*

The Legislative Incentive for Future Excellence (LIFE) Scholarship is a merit-based scholarship program administered by the financial aid office at each eligible public and independent college and university in South Carolina.

The LIFE Scholarship may be used towards the cost of attendance for up to eight terms based on the student's initial college enrollment date. Students must be enrolled in their first one-year program, first associate's degree, first two-year program leading to a baccalaureate degree, first baccalaureate degree, or first professional degree.

The Purpose:

- 1) Increase ACCESS to higher education,
  - 2) Improve EMPLOYABILITY of South Carolina students,
  - 3) Provide INCENTIVES for students to be better prepared for college, &
  - 4) Encourage students to GRADUATE from college on time
- Award Amount:

Eligible Institutions Award Amount\*

Four-year Public: Up to the cost-of-attendance, not to exceed \$4,700, plus a \$300 book allowance

Four-year Independent: Up to \$4,700 plus a \$300 book allowance

Two-year Public and Independent: Up to the cost-of-tuition at USC Regional campuses plus a \$300 book allowance

Technical: Up to the cost-of-tuition plus a \$300 book allowance

\*Award amounts are awarded half in the fall and half in the spring. Cost of tuition shall mean the award amount charged for registering for credit hours of instruction and mandatory fees assessed to all students. (The LIFE Scholarship in combination with all other scholarships and grants shall not exceed the cost-of-attendance as defined in Title IV regulations for any academic year.)

General Eligibility Requirements:

Graduate from high school or complete a home school program as prescribed by law;

Attend an eligible South Carolina public or private college or university;

Be a South Carolina resident at the time of high school graduation and at the time of college enrollment;

Be a U.S. citizen or a legal permanent resident;

Be enrolled as a full-time degree-seeking student;

Certify that he or she has never been convicted of any felonies and has not been convicted of any alcohol or other drug-related misdemeanor convictions within the past academic year;

Verify that he or she is not in default and does not owe a refund or repayment on any Federal or State financial aid;

Must not be a SC HOPE Scholarship, Palmetto Fellows Scholarship or Lottery Tuition Assistance

Initial Academic Eligibility Requirements:

Two Year College / Technical School

- 3.0 SC UGP GPA

Four Year College / University

- Must meet two of the following criteria
  - 3.0 SC UGP GPA
  - 1100 SAT or 22 ACT
  - Ranked in the top 30% of the graduating class at the end of the 180<sup>th</sup> day.

### *PALMETTO FELLOWS SCHOLARSHIP*

The Palmetto Fellows Scholarship is a merit-based Scholarship administered by the South Carolina Commission on Higher Education.

The Palmetto Fellows Scholarship is a merit-based program recognizing the most academically talented high school seniors and encouraging these students to attend college in the state. Palmetto Fellows may receive up to \$6,700 their freshman year and up to \$7,500 for their sophomore, junior and senior years. Half of the scholarship is awarded in the fall term and half in the spring term.

The scholarship must be applied directly toward the cost of attendance, less any other gift aid received. Eligible Palmetto Fellows may receive scholarship funding for a maximum of eight full-time terms of study toward their first bachelor's degree at an eligible four-year institution in South Carolina.

The Palmetto Fellows Scholarship Enhancement was established in 2007 to increase the number of students who major in mathematics and science in South Carolina.

For enhancement eligibility, Palmetto Fellows must declare a major in an approved math or science program and must also successfully complete at least 14 credit hours of instruction in mathematics or life and physical science or a combination of both by the end of the first academic year. Eligible students may receive up to \$10,000 (combined funds from the Palmetto Fellows Scholarship and the Scholarship Enhancement) per year beginning with their second/sophomore year of college enrollment. Students may receive enhancement funding for a maximum of six full-time terms of study toward their first bachelor's degree at an eligible four-year institution in South Carolina.

PLEASE NOTE THAT ONLY SCHOOL COUNSELORS CAN SUBMIT APPLICATIONS FOR PALMETTO FELLOWS SCHOLARSHIPS. SUBMISSIONS FROM STUDENTS OR PARENTS WILL BE REJECTED. IF YOU ARE A PARENT OR STUDENT AND WISH TO APPLY FOR A PALMETTO FELLOWS SCHOLARSHIP, YOU MUST CONTACT YOUR SCHOOL COUNSELOR.

Initial Academic Eligibility Requirements:

For early awards, students must submit applications to the Commission on Higher Education for the Palmetto Fellows Scholarship by December. High school seniors may apply if they meet one of the two following academic requirements (students cannot use these criteria to meet the final award criteria):

1. Score at least 1200 on the SAT (25 on the ACT) by the June national test administration of the senior year; earn a minimum 3.50 cumulative GPA on the SC UGS at the end of the senior year, and rank in the top six percent of the class at the end of the senior year; or
2. Score at least 1400 on the SAT (31 on the ACT) by the June national test administration and earn a minimum 4.00 cumulative GPA on the SC UGS at the end of the senior year.

In order to be eligible to apply for a Palmetto Fellows Scholarship, a high school senior must also meet all of the following general eligibility requirements:

1. Be enrolled in an approved SC public or private high school, an approved SC home-school program of study or a preparatory high school located outside the State while a dependent of a legal resident of South Carolina;
2. Be a legal resident of South Carolina as defined in applicable State statutes governing the determination of residency for tuition and fee purposes;
3. Be a U.S. citizen or a legal permanent resident;

4. Be seriously considering attending, have applied, or have been accepted for admission to an eligible four-year institution in South Carolina;

5. Prove that he/she has never been convicted of any felonies and not been convicted of any alcohol or drug-related misdemeanor offenses within the past academic year by submitting a signed affidavit to the financial aid office at the institution at which the student is enrolled; and

6. Not be a recipient of the LIFE Scholarship, SC HOPE Scholarship or Lottery Tuition Assistance.

\*\*\*See your School Counselor for details\*\*\*

### *Continuing Ed Scholarship*

A new state-funded scholarship program is offering recent Hampton County high school graduates and GED recipients up to \$2,000 to attend a South Carolina technical college. The S.C. Promise Scholarship is being offered to students from 34 of the state's poorest school districts as identified in the Abbeville County School District vs. South Carolina lawsuit.

Students can use the \$2,000 to pay for tuition and fees for the 2018-19 and following academic year, with up to \$300 of the amount going toward the cost of books. To receive funding, students must be enrolled in at least six credit hours at one of the state's 16 technical colleges. Students must also participate in a mentoring program at the college while enrolled. Students interested in the scholarship must complete the Free Application for Federal Student Aid (FAFSA) and the S.C. Promise Scholarship application. The scholarship is applied after other forms of financial aid, such as the Pell Grant and S.C. Lottery Tuition Assistance, are credited. Refunds will not be issued. The scholarship is not need-based, and eligibility is not based on current residence.

### Eligibility Requirements

**GRADUATION:** You must have earned a high school diploma or GED between 2013 and 2018 while residing within one of the eligible school districts identified below.

**APPLICATION:** You must complete the Free Application for Federal Student Aid (FAFSA) and SC Promise Scholarship Application.

**PROGRAMS:** You must pursue a certificate, diploma or degree from one of the SC Technical College System's 16 colleges. Students that have previously received a bachelor's degree are not eligible.

**CLASSES:** You must enroll in at least six credit hours during the Fall 2018 and/or Spring 2019 semesters.

**GPA:** You must maintain a 2.0 GPA.

**MENTORING ACTIVITIES:** You must participate in mentoring activities as determined by the local college. Examples include, but are not limited to, development of a personal success plan and financial counseling.

### Covered Expenses

Recipients may receive up to \$2,000 per academic year after all funding from the Pell Grant, Tuition Grant, LIFE Scholarship and Lottery Tuition Assistance (LTA) has been awarded. The scholarship may cover the cost of tuition, mandatory fees and program fees. It includes a \$300 allowance for books. Refunds are not allowed.

### Transferability of Funds

The SC Promise Scholarship is portable across the state. Students meeting the eligibility criteria may apply the scholarship towards the cost of tuition and fees as well as an allowance for books at any of the SC Technical College System's 16 colleges.

### Leaves of Absence

A student may continue to receive scholarship funds following an approved leave of absence as long as the sum of the absences does not exceed six months.

## Recommended Course Progressions

The following are typical course progression recommendations for students in 9th – 12th grades. Students entering the 9th grade with high school credits will move on to the next level of courses in the progression. Students should see their School Counselor for advisement regarding their academic needs and individual progressions.

	9th Grade	10th Grade	11th Grade	12Th Grade
ENGLISH	English 1 CP English 1 Honors	English 2 CP English 2 Honors English 3 CP English 3 Honors	English 3 CP English 3 Honors English 101 English 102	English 4 CP English 4 Honors Eng. Lit & Comp Prep + AP English English 101 English 102
English 101, 102, and any other approved Dual Enrollment English may be taken as early as a student's sophomore year upon meeting all criteria.				
MATH	Foundations of Alg. Intermediate Alg. Algebra 1 CP Algebra 1 Honors Geometry CP Geometry Honors	Geometry CP Geometry Honors Algebra 2 CP Algebra 2 Honors Prob. & Stat CP	Algebra 2 CP Algebra 2 Honors Prob. & Stat CP Math 110 Math 120	Prob. & Stat CP Discrete Math CP Pre. Calculus Honors Calculus Honors Math 110 Math 120
Math 110, 120, and any other approved Dual Enrollment Math may be taken as early as a student's sophomore year upon meeting all criteria.				
SCIENCE	Earth Science CP Earth Science Honors	Biology 1 CP Biology 1 Honors	Chemistry 1 CP Chemistry 1 Honors Anat. & Phys. CP Anat. & Phys. Honors	Chemistry 1 CP Chemistry 1 Honors Anat. & Phys. CP Anat. & Phys. Honors Physics Honors Chem. Prep. Hon. + AP Chemistry
SOCIAL STUDIES	World History CP World History Honors	Economics & Personal Finance CP Economics & Personal Finance Honors U.S. Government CP U.S. Government Honors	U.S. History and Constitution CP US History and Constitution Honors AP U.S. History History 101 History 102	U.S. History and Constitution CP US History and Constitution Hon. AP U.S. History History 101 History 102
History 101, 102, and any other approved Dual Enrollment History may be taken as early as a student's sophomore year upon meeting all criteria.				

\*\* Every student's education plan is individualized, please discuss with your counselor the possibility and or benefit of taking two core subjects within the same year. Students who need additional supports may be recommended to take a Foundational Course Sequence in one or more subject areas. See [Appendix D](#) for MTSS documents and process files (MTSS Process - 3 data points – for example iReady / Tier 2 or 3, Not Met on State Testing, and GPA of D)

## College and Career Ready Assessments

Two tests for college admission are the SAT and the ACT. In addition, many two-year technical colleges require Accuplacer in lieu of the ACT or SAT. Students must complete a State Test Choice form to identify the assessment they want to take. ([Appendix J](#))

### SAT

The SAT is a globally recognized college admission test that allows you to show colleges what you know and how well you can apply that knowledge. In January 2016 the test was redesigned to test skills that are more predictive of success in college and beyond. The new SAT emphasizes higher-level logical and reasoning skills. The Reading questions are entirely passage-based giving more opportunities to test a deeper understanding of how the passage is logically constructed and to draw connections between different parts of the passage.

Passages will be based on US and World Literature, History/Social Studies, and Science subject matter. Some passages will contain data and require interpretation of data. There is a great emphasis on vocabulary in context, command of evidence, constructing logical arguments, and scientific reasoning. The Writing and Language portion tests grammar and writing logic. All questions are passage-based and focus on logic and expression of ideas, higher-level writing skills, and punctuation rules. The Writing and Language test is combined with the Reading section for a total maximum score of 800 points.

The math section emphasizes practical, realistic scenarios and requires students to take multiple mathematical steps to solve problems. Students are expected to interpret data and graphs, solve algebraic equations, and understand some basic trigonometry.

Calculators may be used, but one section of the test does not allow calculators. The maximum score that can be obtained on the Math test is 800 points. The optional Essay test is 50 minutes long and provides a passage written by an author who is taking a stance on an issue.

The student's job is to analyze how the author builds the argument, including understanding how evidence and rhetorical devices contribute to the argument. The essay is scored on a scale of 2-8 on three traits: Reading, Analysis, and Writing. The SAT is typically taken by high school juniors and seniors. It is administered multiple times per year. For information please visit [www.collegeboard.com](http://www.collegeboard.com).

### PSAT

The PSAT is a practice test for the SAT and given as a SC State exam to all 2nd year high school students. Eleventh graders may elect to take the PSAT as a National Merit Qualifying Test. There is a cost student must pay to take this test which is paid directly to the school. Ninth graders may also take this test as practice for the 10th grade PSAT. This test does not qualify students for admission into colleges.

### ACT

The ACT assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Some colleges will require that student applicants submit writing test scores, while others will not. Both versions of the exam—the traditional ACT Assessment and the ACT Assessment Plus Writing—are available to students wishing to take them. The ACT assessment is achievement-based and tests what students have learned in high school. In addition, it provides test takers with information for career and educational planning as well as a comprehensive profile of the student's work in high school and future plans. The ACT is administered at least five times nationally and is typically taken in the junior or senior year. For times, registration costs and more information, please visit [www.act.org](http://www.act.org).

### ACCUPLACER

ACCUPLACER is a suite of tests that determine students' knowledge in math, reading, and writing as they prepare to enroll in college-level courses. It is used to identify strengths and weaknesses in each subject area. Students will receive feedback on their performance from TCL and can design post-secondary plans with more clarity regarding their readiness for college courses. Students can access information about ACCUPLACER and download a free web-based study app through [www.accuplacer.org](http://www.accuplacer.org). ACCUPLACER results are used to

determine if HCHS students are candidates for dual credit courses through TCL.

## ASVAB

The ASVAB is a multi-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered

annually to more than one million military applicants, high school and post-secondary students. The ASVAB is offered to juniors and seniors twice per year. The most recent ASVAB score is the score used. Students can only take the ASVAB 3 times in a two-year period.

### SAT vs. ACT Comparison Chart

The SAT and ACT are two very different college entrance exams. Both are nationally administered and are used to help colleges evaluate applicants. The SAT is essentially an aptitude test while the ACT is more of an achievement test. Many colleges will accept either test or both exams. Some colleges require one (typically the SAT). Some students do better on one than the other. Many students take both, so they can see which one they score higher on. The chart below will help you understand the structure and content of the SAT and ACT.

	SAT	ACT
<b>Format &amp; Length</b>	5 long sections (comprising 3 "tests" and an optional essay): <ul style="list-style-type: none"> <li>• Writing &amp; Language; Reading; 2 Math; Essay</li> <li>• Questions have 4 answer choices</li> <li>• Total testing time: 3 hours, 50 minutes (with essay)</li> </ul>	5 long sections (comprising 4 "tests" and an optional essay): <ul style="list-style-type: none"> <li>• English; Mathematics; Reading; Science; Writing (optional essay)</li> <li>• Most questions have 4 answer choices (Math has 5)</li> <li>• Total testing time: 3 hours, 25 minutes (with essay)</li> </ul>
<b>Scoring</b>	Combined score: 400 – 1600 <ul style="list-style-type: none"> <li>• Evidence-Based Reading and Writing: 200-800; Math: 200-800</li> <li>• Essay score reported separately</li> <li>• "Cross-Test Scores" report performance on Science and History/Social Studies across entire test</li> <li>• No deduction for incorrect answers</li> </ul>	Composite score: 1-36 (average of 4 tests) <ul style="list-style-type: none"> <li>• English: 1-36; Math: 1-36; Reading: 1-36; Science: 1-36</li> <li>• Writing score not factored into Composite score</li> <li>• Combined English/Writing score provided separately: 1-36</li> <li>• No deduction for incorrect answers</li> </ul>
<b>Writing/ English</b>	Revise and edit a piece of writing for logical structure, and effective rhetoric <ul style="list-style-type: none"> <li>• standard English grammar and usage</li> <li>• punctuation</li> <li>• logical structure</li> <li>• effective rhetoric</li> <li>• includes informative graphics</li> </ul>	Revise and edit a piece of writing for logical structure, and effective rhetoric <ul style="list-style-type: none"> <li>• standard English grammar and usage</li> <li>• punctuation</li> <li>• logical structure</li> <li>• effective rhetoric</li> <li>• commonly confused words</li> </ul>
<b>Math</b>	Pre-Algebra through basic Trigonometry <ul style="list-style-type: none"> <li>• strong emphasis on Algebra</li> <li>• Calculator prohibited on one section</li> <li>• 12 Grid-In questions (no answer choices)</li> <li>• 1 Extended Thinking question (4 points)</li> </ul>	Pre-Algebra through basic Trigonometry <ul style="list-style-type: none"> <li>• math tested in straightforward manner</li> <li>• extensive range of concepts tested</li> <li>• emphasis on word problems</li> <li>• formulas not provided</li> </ul>
<b>Reading</b>	4 long passages and 1 paired passage <ul style="list-style-type: none"> <li>• Vocabulary de-emphasized</li> <li>• 2 passages include diagrams/charts</li> <li>• 1 passage from U.S. "founding document"</li> </ul>	4 long passages <ul style="list-style-type: none"> <li>• very little emphasis on vocabulary</li> <li>• straightforward questions that require close reading of passage</li> <li>• order of questions is random</li> <li>• less time per question</li> </ul>
<b>Science</b>	The new SAT does not have stand-alone Science section, but Science questions will be included throughout the Math, Reading, and Writing & Language tests.	40 questions distributed over 7 passages <ul style="list-style-type: none"> <li>• emphasis on charts, diagrams, etc.</li> <li>• Science is a reasoning test – <i>rarely</i> requires prior science knowledge</li> </ul>
<b>Essay</b>	50 minutes, always the last section <ul style="list-style-type: none"> <li>• analyze a passage and evaluate author's reasoning and rhetoric</li> <li>• students' opinions discouraged</li> <li>• Essay is scored on 2-8 scale on three traits (Reading, Analysis, and Writing)</li> </ul>	30 minutes, always the last test <ul style="list-style-type: none"> <li>• narrow topic "relevant" to high school students</li> <li>• demands a more structured response</li> <li>• optional, but required by most schools</li> </ul>

## Eligibility Requirements for Interscholastic Activities

These requirements cover activities such as athletics, Cheerleading, and band, as well as any interschool competition is regulated by these requirements.

Ninth grade students who have not earned Carnegie units must have been academically promoted from the eighth grade to be eligible for participation in the fall semester activities.

A student, while participating, must be a full-time student as determined by guidelines set forth by the State Department of Education. A student who is repeating a course for which he has previously received credit cannot count this course as one required for eligibility; this is considered as monitoring a course. **International students must be approved by the athletic director to determine eligibility. Students can only participate in high school sports for four years while in high school. Eligibility is based on the 9GR.**

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

To be eligible in 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.

To be eligible during the second semester the student must meet one of the following conditions:

- a. If the student met first semester eligibility requirements, he or she must pass the equivalent of 2 units
  - b. If the student did not meet first semester eligibility requirements, he or she must pass the equivalent of 2 1/2 units during the first semester.
3. Students must satisfy eligibility requirements in the semester preceding participation.
- a. Credits earned in a 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.
  - b. Students eligible for a first semester sport will be permitted to complete that sport even if it extends into the second semester. Under the current League program, this will apply to participants in basketball in the high school and middle school programs.
4. Students with Disabilities:

a. Students diagnosed with a disability and being served in a non-diploma program shall be considered eligible for participation in interscholastic activities if he/she is successfully meeting the requirements of his/her Individual Education Plan.

b. Students diagnosed with a disability and being served in a program leading to a state high school diploma must meet all eligibility requirements previously stated for participation in interscholastic activities.

5. A course that is dropped after the 20th day of a semester with a failing average will be considered as a failed course when determining academic eligibility for the following semester.

6. Credit courses used for eligibility purposes must be courses that are applicable as credit toward a state high school diploma. A student may also use college credit courses provided the student has met or is meeting all requirements for graduation.

7. Academic deficiencies may not be made up through enrollment in adult education programs.

C. A student must not have received a high school diploma or its equivalent.

D. Academic requirements for students enrolled in the seventh and eighth grades, including first semester ninth graders are:

1. Students passing the sixth, seventh, and eighth grades by academic promotion pursuant to district policy are considered as having met the requirements for academic eligibility for first semester.
2. Students in grades seven and eight must meet the school district promotion policy at the end of the first semester in order to be eligible for the second semester. (Second semester ninth grade students must meet League academic regulations.)

E. Schools will follow the procedures outlined in the School Administrators Guide, published by the State Department of Education, in accepting or rejecting credits received by a student while the student is enrolled in private schools, including home schools and/or out-of-state schools.

NOTE: A student failing the seventh or eighth grade is eligible during second semester if he has satisfactorily passed first semester work.

Credit Recovery – SC High School League

A maximum of two credit recovery units may be used toward eligibility, to include the two units presently

allowed in summer school. A credit recovery course must be accepted by the State Department of Education for graduation. To be eligible for recovery credits, the student must have received a minimum grade of 50.

NOTE: Credit Recovery must be completed by the following date:

Courses taken for first semester eligibility – Grade deadline by the end of the 2nd week of the 1st semester  
 Courses taken for second semester eligibility – Grade deadline by the end of the 2nd week of the 2nd semester.



## NCAA Eligibility Center Quick Reference Guide

### NCAA Division I Initial-Eligibility Requirements

#### **Core Courses: (16)**

- **Initial full-time collegiate enrollment:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

#### **Core Grade-Point Average:**

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment:**
  - Students must earn a core-course GPA minimum 2.300.
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

#### **Test Scores: (ACT/SAT)**

- Students must earn the ACT/SAT score matching the core-course GPA on the Division I sliding scale (see the following page).
  - SAT: evidence-based reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - ACT: English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

DIVISION I Core-Course Requirement (16)	DIVISION I Full Qualifier Requirements <i>*Athletics aid, practice, and competition</i>	DIVISION I Academic Redshirt Requirements <i>*Athletics aid and practice, (no competition)</i>
<ul style="list-style-type: none"> <li>4 years of English</li> <li>3 years of math (Algebra I or higher)</li> <li>2 years of natural/physical science (1 year of lab if offered)</li> <li>1 year of additional English, math or natural/physical science</li> <li>2 years of social science</li> <li>4 years of additional courses (any area above, foreign language or comparative religion/philosophy)</li> </ul>	<ul style="list-style-type: none"> <li>• 16 core courses                             <ul style="list-style-type: none"> <li>○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.                                     <ul style="list-style-type: none"> <li>▪ "Locked in" for core-course GPA calculation</li> </ul> </li> </ul> </li> <li>• GPA minimum 2.300.</li> <li>• ACT/SAT score matching core-course GPA on Division I Sliding Scale (see following page)</li> <li>• Graduate from high school</li> </ul>	<ul style="list-style-type: none"> <li>• 16 core courses                             <ul style="list-style-type: none"> <li>○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility)</li> </ul> </li> <li>• GPA minimum 2.000</li> <li>• ACT/SAT score matching core-course GPA on Division I Sliding Scale (see the following page)</li> <li>• Graduate from high school</li> </ul>

**NCAA DIVISION I  
FULL QUALIFIER SLIDNG SCALE**

Core GPA	SAT Verbal and Math Only	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

Academic Red shirt

## NCAA Division II Initial-Eligibility Requirements

### Core Courses

- To become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16-core course requirement (see chart below).

### Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200.
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000.
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

### Test Scores

- Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on the following page.
- The SAT score used for NCAA purposes includes only the evidence-based reading and math sections.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

<b>DIVISION II Core-Course Requirement (16)</b>	
3	years of English
2	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
2	years of social science
3	years of additional English, math or natural/physical science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

<b>DIVISION II Full Qualifier Requirements</b> <i>*Athletics aid, practice, and competition</i>	
•	16 core courses
•	GPA minimum 2.000
•	SAT combined score of at least 820 or an ACT sum score of at least 68
•	Graduate from high school

<b>DIVISION II Partial Qualifier Requirements</b> <i>*Athletics aid and practice, (no competition)</i>	
•	16 core courses
•	GPA minimum 2.000
<b>OR</b>	
•	SAT combined score of at least 820 or an ACT sum score of at least 68
•	Graduate from high school

<b>On or after August 1, 2018 DIVISION II Full Qualifier Requirements</b> <i>*Athletics aid, practice, and competition</i>	
•	16 core courses
•	GPA minimum 2.200
•	SAT/ACT score matching core-course GPA on the Division II sliding scale (see next page)
•	Graduate from high school

<b>On or after August 1, 2018 DIVISION II Partial Qualifier Requirements</b> <i>*Athletics aid and practice, (no competition)</i>	
•	16 core courses
•	GPA minimum 2.000
•	SAT/ACT score matching core-course GPA on the Division II sliding scale (see next page)
•	Graduate from high school

<b>NCAA DIVISION II FULL QUALIFIER SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT Verbal and Math Only</b>	<b>ACT Sum</b>
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

<b>NCAA DIVISION II PARTIAL QUALIFIER SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT Verbal and Math Only</b>	<b>ACT Sum</b>
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

## Course Registration

Every effort will be made to offer each student the course he/she requests. Please read the following instructions to avoid problems:

Students and parents must carefully consider courses before registration. The student's individual graduation plan (IGP) for the four-year period at Hampton County High School should be used as a guideline. Each student will receive additional counseling at pre-registration in courses to assist with final decisions. Teacher recommendations, school transcripts, test scores and student interest will be used to determine placement in coursework. All registration forms must bear a parent signature. A parent conference may be necessary for changes to be made on the pre-registration form.

Please note the following:

A prerequisite is a course or condition that must be completed or met before a student can enroll in a new course. Students who have not met prerequisites risk being dropped from the course and added to another course.

Students who have registered for courses and become ineligible to take these courses because of failure due to grades or absences are responsible for changing their courses. THESE STUDENTS SHOULD SEE A COUNSELOR TO TAKE CARE OF THIS ISSUE AS SOON AS FINAL GRADES ARE RECEIVED. Failure to see a counselor by June 15 will result in the student being assigned to a different course and forfeiting the right to change the assignment.

A counselor will assign all classes for Wade Hampton students who fail to register during the registration period.

Although each student may have a favorite teacher or desire a time schedule that is particularly convenient, please keep in mind it is virtually impossible to accommodate all students in this way.

## Course Descriptions

Every effort is made to help all students select appropriate courses in accordance with their abilities and needs. The department faculty and School Counselors consider each student's record in determining proper placement. Students electing to take honors courses should have adept abilities and high achievement demonstrated through prerequisite courses. Instructional courses not listed in the state activity code manual, must receive local board approval. A student can earn only one elective credit per local board approved course. All locally board approved courses must be approved by the district's board of trustees each year and evidenced in the board's minutes. The courses are identified by the term LBA in the course title.

## Core Area Subjects

### ENGLISH

#### English 1

302423CW (1 unit)

This course offers a sustained and structured study of classic and contemporary literature including a study of the four main genres: the novel, the short story, drama, and poetry. Composition, communication, and research standards will be integrated and applied through language arts. The SC state EOCEP (End of Course Examination Program) exam counts 20% of the student's final grade.

#### English 1 Honors

302418HW (1 unit)

Prerequisites: Teacher and Counselor recommendation, a B or higher in the prior English class, at or above grade level as identified through state and district testing or a parent waiver as space allows.

This course offers an integrated study of composition and literature. Multi-genre texts are used as a context for the development of writing skills, grammar skills, and vocabulary. Writing instruction focuses on structure and purpose (i.e. analysis, persuasion, entertainment, and information). Emphasis will also be placed on refining research skills. The SC state EOCEP (End of Course Examination Program) exam counts 20% of the student's final grade.

## **English 2**

302523CW (1 unit)

Prerequisites: English 1 CP

This course offers a sustained independent and structured study of literary and informational texts. With the focus on world literature, students read a variety of fiction, poetry, drama, and non-fiction literary texts. Composition, communication, and research will be integrated and applied through this course.

## **English 2 Honors**

302524HW (1 unit)

Prerequisites: English 1 Honors with grade B or higher, English 1 CP with Grade A or parent waiver

This course is a study of all genres of world literature. Composition, grammar, vocabulary, research projects, and oral presentations are stressed. Emphasis is placed on the development of the four major forms of written discourse, on literary analysis, and on imaginative writing. Attention is also given to SAT preparation.

## **English 3**

302623CW (1 unit)

Prerequisites: English 2 CP OR English 2 Honors

Students refine their knowledge of language through a focused study of American literature. Emphasis is placed on vocabulary development with words drawn from literature, the SAT, and various other sources.

Composition and research skills are refined. Critical thinking, speaking, and presentation skills are developed in group and individual projects.

## **English 3 Honors**

302624HW (1 unit)

Prerequisites: English 2 Honors with grade B or higher, English 2 CP with grade A or parent waiver

This course focuses on American literature. Composition, grammar, vocabulary, research projects and oral presentations are stressed. Emphasis is placed on creative projects and interpretation and evaluation of literature. SAT preparation is included.

## **English 4**

College Prep 302723CW

(1 unit)

Prerequisites: English 3.

This course focuses on British literature. Language history and vocabulary in context are emphasized. Composition, grammar, vocabulary, research projects, and oral presentations are stressed. SAT preparation is included. A senior project is a requirement of this course.

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

307000AW (1 unit)

Prerequisites: English 3 or 4 a grade B or higher. Must take Advanced Composition the semester prior.

AP English Literature and Composition is a college-level course designed for students who are highly motivated and competent in verbal skills and able to explore complex ideas. The course engages students in the critical analysis of literature and developing advanced inference skills. Through the close reading of selected texts, students deepen their understanding of how writers use language to provide both meaning and pleasure. In addition, they use these skills when they write. Students learn to unlock literary puzzles in order to analyze and support arguments both orally and in writing. Reading in an AP course is both wide and deep; students will use this reading to develop advanced writing and oral argument skills. Students who successfully complete the course and earn a qualifying score on the required AP examination may earn credit for an introductory college English literature and composition course. \*\* Advanced Composition also counts as an English graduation credit it must be taken in conjunction with AP English and Composition.

## **Dual Enrollment English Composition I (English 101)**

301500EW (1 high school unit/ 3 college hours)

Grade Placement: 10th-12th

Prerequisites: Completion of English 1, 2, & 3 with a C or better and overall GPA of 3.0 or English 2 with a passing Accuplacer score

Courses are offered by TCL. TCL courses will be taught at the Mungin Center; USC will have a professor at the high school as part of the "College Credit Now" program will teach this course. This course offers structured, sustained practice in critical reading, analysis, and composing. Students will read a range of literary and non-literary texts and write expository and analytical essays.

## **Dual Enrollment English Composition II (English 102)**

301600EW (1 high school unit/ 3 college hours)

Grade Placement: 10th-12th

Prerequisites: Completion of English 101 with a C or better

Courses are offered by TCL. TCL courses will be taught at the Mungin Center; USC will have a professor at the high school as part of the "College Credit Now" program will teach this course. This course offers structured,

sustained practice in researching, analyzing, and composing arguments. Students will read about a range of academic and public issues and write research argumentative and persuasive essays.

### **Essentials of English 1-4**

3900 (1 unit)

This course sequence is for students working toward an Employability Certificate rather than a traditional SC High School Diploma.

Essentials of English 1-4 emphasize English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. These courses will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. The integrated model of literacy for each course will focus on inquiry, analysis and communication to explore literary, informational, and nonprint text. These courses may be taken only by students with the appropriate IEP qualifications whose first time in the 9th grade is the 2018-2019 school year or beyond. Please note: The 5th and 6th digits of the course code used to schedule a class must identify the teacher's area of certification that is most applicable to the majority of the students in that class.

### **MATHEMATICS**

Acceptance into South Carolina state- supported colleges and universities require successful completion of Algebra I, Geometry, and Algebra II with a fourth year of upper-level math strongly advised. Math courses must be taken in sequential order. Prerequisite requirements must be satisfied. Not all colleges accept Discrete Math.

### **Foundations in Algebra**

411623CW (1 unit)

Grade Placement: 9

This course offers fundamental algebra concepts, functions, rational and irrational numbers, properties, and statistics and probability to students preparing for a four-year college/university or for a technical college.

### **Intermediate Algebra**

411723CW (1 unit)

Grade Placement: 9

Prerequisites: Successful completion of Foundations and Structure in Algebra

This course follows the Foundations and in Algebra course and focuses on algebra concepts and reasoning; expressions, equations, and inequalities; polynomials;

analyzing functions in different representations; and mathematical models to prepare students for a four-year college/university or for a technical college. All students enrolled in this course will take the South Carolina End-of-Course Exam in May. This assessment will count toward 20% of their final grade.

### **Algebra 1**

411423CW (1 unit)

This is a college preparatory course for students wishing a formal discipline in math as a foundation for college-level math. The SC state EOCEP (End of Course Examination Program) exam counts 20% of the student's final grade.

### **Algebra 1 Honors**

411408HW (1 unit)

Prerequisites: Teacher and Counselor recommendation, a B or higher in the prior English class, at or above grade level as identified through state and district testing or a parent waiver as space allows.

This is a college preparatory course for students wishing a formal discipline in math as a foundation for college-level math. The honors level course promotes higher levels of rigor and inquiry. Extension activities and additional projects are required of students enrolled in this course. The SC state EOCEP (End of Course Examination Program) exam counts 20% of the student's final grade.

### **Geometry**

412223CW (1 unit)

Prerequisites: Algebra I or Foundations and Intermediate Algebra

The course requires students to utilize mathematical proofs in the development of two and three-dimensional geometrical properties while reinforcing skills learned in Algebra I. It is designed for those students preparing to attend college who possess average to above average math abilities.

### **Geometry Honors**

412224HW (1 unit)

Prerequisites: Algebra I Honors with a "B" average, Algebra I with an "A" average or parent waiver

This course is designed for accelerated students who are candidates for college math in Grade 12. It includes an in-depth and enriched study of plane and solid geometry with an emphasis on logical thinking developed through proofs. It focuses on the study of relationships found in

mathematics and use of these relationships as a basis for drawing conclusions.

### **Algebra II**

411523CW (1 unit)

Prerequisites: Algebra I and Geometry (Recommend a “C” average in prior math courses.)

This course is designed to offer intermediate algebra topics to those students having average to above average math abilities who are preparing for a four-year college or university. It is a required course for South Carolina state-supported colleges.

### **Algebra II Honors**

411524HW (1 unit)

Prerequisites: Algebra I Honors and Geometry Honors with a “B” average or parent waiver

This is an honors course for students who have been highly successful in Honors Algebra I and Honors Geometry and who are candidates for Calculus. It includes an in-depth and enriched study of the topics, which traditionally are presented in intermediate algebra.

### **Pre-Calculus Honors**

413124HW (1 unit)

Prerequisites: Algebra I (H), Geometry (H), Algebra II (H) with a “B” average and teacher recommendation or parent waiver

This is an honors course for talented math students planning to take a college math course through the “College Credit Now” program. This course offers advanced algebra, trigonometry, analytic geometry and introductory calculus topics.

### **Discrete Math**

414223CW (1 unit)

Prerequisites: Algebra 1 or Foundations & Intermediate, or Geometry

Discrete Mathematics is the study of mathematical systems defined on discrete sets—those with a countable number of elements. Topics to be studied are matrix algebra, graph theory, set theory, discrete probability, sequences and series, mathematical induction, vectors, relations, functions, and algorithms. As well as being of mathematical interest, many of these topics play an important role in information technology and computer science. Computer scientists, computer programmers, electrical engineers, computer engineers, and scientists in the physical, natural, and social sciences use discrete math every day.

\*\* Check with College about acceptance.

### **Probability and Statistics College Prep**

414100CW (1 unit)

Prerequisites: Geometry

This course will provide a basic understanding of probability and statistics. Topics include an introduction to statistics, probability, and linear correlation and regression. Students will gather, organize, and interpret data related to real life situations in order to draw conclusions. Course skills will be used in projects related to individual career interests. The use of technology, such as computers and graphing calculators, will be emphasized.

### **Dual Enrollment College Algebra (MAT 110) (MATH**

**111)** 413300EW 1 high school credit/3 college hours)

Prerequisites: Successful completion of Algebra 1, Geometry, and Algebra 2 with a C or better and an overall 3.0 GPA or passing Accuplacer score.

This course offered for dual credit through the Technical College of the Lowcountry includes the following topics: polynomial, rational, logarithmic, and exponential functions; inequalities; systems of equations and inequalities; matrices; determinants; simple linear programming; solutions of higher degree polynomials.

### **Dual Enrollment Probability and Statistics (MAT 120)**

414300EW (1 high school credit/3 college hours)

Prerequisites: Successful completion of Algebra 1, Geometry, and Algebra 2 with a C or better and an overall 3.0 GPA or a passing Accuplacer score

This course is designed to give college bound students an introduction to many of the topics and concepts that might be encountered in their required college math courses. Topics include descriptive and inferential statistics, data analysis, and fundamental concepts of probability. If taken for dual credit through the Technical College of the Lowcountry, the course topics include organization of data, sample space concepts, random variable, counting problems, binomial and normal distributions, central limit theorem, confidence intervals.

### **Essentials of Mathematics 1-4**

3901 (1 unit)

This course sequence is for students working toward an Employability Certificate rather than a traditional SC High School Diploma.

Essentials of Math 1-4 emphasize basic mathematical concepts needed to compute real world algebraic

problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. These courses will allow students to make sense of problems and persevere in solving them as well as connect mathematical ideas and real-world situations through modeling. Students will use a variety of mathematical tools effectively and strategically. These courses may be taken only by students with the appropriate IEP qualifications whose first time in the 9th grade is the 2018-2019 school year or beyond. . Please note: The 5th and 6th digits of the course code used to schedule a class must identify the teacher's area of certification that is most applicable to the majority of the students in that class.

## SCIENCE

Three units of natural science are required for graduation. For South Carolina state-supported colleges and universities, two of the three units must be from two different fields chosen from biology, environmental science, chemistry, and physics. Three lab sciences are required by colleges and universities.

### Earth Science

326500CW (1 unit)

This course is designed to meet the SC Earth Science standards related to geology, paleontology, biochemical cycles, weather and climate. Students examine the nature of the Earth's composition, processes and place in the universe in order to connect in their relevance to local and global issues. 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 that address the SC Science Standards and Engineering Practices which are an integral part of this course.

### Earth Science Honors

326509HW (1 unit)

This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses. This course is designed to meet the SC Earth Science standards related to geology, paleontology, biochemical cycles, weather and climate. Students examine the nature of the Earth's composition, processes and place in the universe in order to connect in their relevance to local and global issues. 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 that address the SC

Science Standards and Engineering Practices which are an integral part of this course.

### Biology I

322123CW (1 unit)

Grade Placement: 10

Prerequisite: Physical Science or Physical Science Honors

The SDE End-of-Course examination (counts 20% of the final grade) is required for all students and must be taken before their junior year. This laboratory course provides students with a knowledge base about living organisms and their interaction with the natural world. This course should provide the foundation for higher-level science courses and the science process skills for life science related technical careers.

### Biology I Honors

322124HW (1 unit)

Grade Placement: 9 or 10

Prerequisite: Physical Science Honors, Algebra I, and teacher recommendation or parent waiver

This laboratory course provides students with a knowledge base about living organisms and their interaction with the natural world. The content is based on the same standards as biology, but this Honors' level course will be taught at a faster pace and will cover more than the standards dictate with an emphasis placed on problem-solving, decision-making and critical thinking skills.

### Anatomy and Physiology

326323CW (1 unit)

Prerequisites: Biology 1

This course is designed for students interested in seeking careers in health services or interested in the basic patterns of the human body. Laboratory activities and research are a part of the classroom activities.

### Anatomy and Physiology

326324HW Honors (1 unit)

Prerequisites: Biology 1 Honors with a B or better, Biology 1 with and A or parent waiver

This course is designed for students interested in seeking careers in health services or interested in the basic patterns of the human body. Laboratory activities and research are a part of the classroom activities.

### Chemistry I

323123CW (1 unit)

Prerequisite: Algebra I.

This laboratory course provides students with knowledge about the substances in our world, their composition, properties, and interactions. Students are expected to demonstrate proficiency in problem-solving, critical thinking and applied learning. This course is recommended for more advanced science courses in secondary and post-secondary education and chemistry oriented technical careers.

### **Chemistry I Honors**

323124HW (1 unit)

Prerequisites: Algebra I or Geometry with a grade of B or better or parent waiver

This course is designed for a rigorous academic major. It will provide a solid background in chemical concepts and principles through problem solving and experimentation. It is taught at a faster pace with additional outside research and information.

### **Chemistry II Honors**

323200HW (1 unit)

Prerequisites: Chemistry 1 Honors

Students will be required to use critical thinking as they explain the atomic structure and nuclear processes, bonding, and chemical formulas, states of matter, solutions, acids and bases, chemical reactions, thermochemistry, and chemical kinetics. Emphasis is placed on quantitative analysis of laboratory experiments. This course is intended for students who have a strong math background and who are interested in pursuing a medical, engineering, or pure science career. This is a lab science course.

\*\* This course is paired with AP Chemistry and is designed to be taken in the same year. Students who do not wish to take AP Chemistry should not sign up for this course.

### **Advanced Placement Chemistry**

327300AW (1 unit)

Prerequisites: Chemistry 1 Honors with grade B or higher. Must take Chemistry 2 Honors the semester before.

Lab work, problem solving, and analysis are highly emphasized. This is a college level course. Students who successfully complete the course and earn a qualifying score on the required AP examination may earn credit for an introductory college chemistry course. \*\*Chemistry 2 Honors is considered a lab science credit it must be taken in conjunction with AP Chemistry.

### **Environmental Science Honors**

326100HW (1 unit)

Environmental Science/Ecology is designed to help students understand and solve environmental problems such as pollution, resource shortages, and overpopulation. The course will begin with ecosystem structures and factors that cause balance or imbalance such as population growth. Each resource in an ecosystem will be examined. These will include food, wildlife, water, energy, and air. The course will conclude by showing the relationships between pollution, economics, and government.

### **Physics**

324100CW (1 unit)

Prerequisite: Chemistry 1; Recommended: Geometry

This course is designed to engage students in scientific and engineering practices including, problem solving, decision making, critical thinking, and applied learning to demonstrate knowledge and understanding of physics concepts and how these concepts apply to our world. Physical phenomena including: contact and non-contact interactions between objects, mechanics, motion, momentum, energy, heat, waves, optics, sound, light, electricity and magnetism can be explained and predicted using the conceptual understandings provided in this course.

### **Essentials of Science 1-2**

3902 (1 unit)

This course sequence is for students working toward an Employability Certificate rather than a traditional SC High School Diploma. Essentials of Science 1-4 emphasize the Biology course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. These courses will allow students to engage in problem solving, decision-making, critical thinking, and applied learning to become scientifically literate and consumers of scientific information. These courses may be taken only by students with the appropriate IEP qualifications whose first time in the 9th grade is the 2018-2019 school year or beyond. Please note: The 5th and 6th digits of the course code used to schedule a class must identify the teacher's area of certification that is most applicable to the majority of the students in that class.

### **Social Sciences**

United States History, Government & Economics, and 1 unit of another social science are required for graduation.

### **World History**

336030CW (1 unit)

This course is a study of the major periods and accomplishments of our world's peoples. It emphasizes significant cultures, regions, individuals and events that have shaped the world. World History highlights the period from 1300 to the present with emphasis on the Renaissance, Age of Discovery, industrialization, nationalism, the world wars, and the Cold War. This course is recommended for college-bound students.

### **World History Honors**

336031HW (1 unit)

Prerequisites: Counselor and teacher recommendation, overall A/B average in previous social studies or parent waiver

World History Honors is an intermediate-level survey of the key events since 1300. Focus is on those periods and movements which most significantly impacted their time and whose influence is still felt in ours. This approach will seek to develop stronger reading comprehension, expository writing and historical analysis skills in the student. This course is recommended for students interested in academic rigor and future social studies coursework in the Advanced Placement curriculum.

### **US Government**

333013CH (1/2 unit)

This college preparatory course represents a practical study of our nation's system of government. Central to American Government is the study of people and cultures that have had a direct influence on those who debated, wrote, and proposed the U.S. Constitution. Major topics to be taught in this course will be our government's three branches and levels, the passage and enforcement of laws, various responsibilities and duties of our government (and of its citizens), the importance of the U.S. Supreme Court, the management of our economy by the federal government, and a comparison of the various types of governments that function in our world of 200+ nations today. Also, to be covered in this course will be the origins and evolution of the modern Democratic and Republican political parties and the influence they have had on our nation's history. This course is required for graduation.

### **Economics and Personal Finance**

330800CH (1/2 unit)

Prerequisites A/B average in previous social studies or parent waiver

This college preparatory course will introduce students to the study of economics by providing them with the vocabulary and comprehension skills that are necessary to gain a fundamental understanding of the various economic systems that function in our complex world today. To gain this understanding, students will be introduced to such key concepts as capitalism, socialism, communism, and traditional economic systems. They will also be required to construct and interpret charts and graphs, which serve as valuable tools, used daily by professional economists. Students in this course will gain an understanding of other economic concepts such as supply and demand, scarcity, personal finance, investment and savings, economic globalization, and roles played by various governments and businesses in their respective economic systems. Other topics to be covered in this course will be the importance of credit, the various roles played by the banking industry, the ever-changing job market, the importance of business competition and regulation, and the sources of taxation. This course is required for graduation.

### **US Government Honors**

333013HH (1/2 unit)

Prerequisites A/B average in previous social studies or parent waiver

This college preparatory course represents a practical study of our nation's system of government. Central to American Government is the study of people and cultures that have had a direct influence on those who debated, wrote, and proposed the U.S. Constitution. Major topics to be taught in this course will be our government's three branches and levels, the passage and enforcement of laws, various responsibilities and duties of our government (and of its citizens), the importance of the U.S. Supreme Court, the management of our economy by the federal government, and a comparison of the various types of governments that function in our world of 200+ nations today. Also to be covered in this course will be the origins and evolution of the modern Democratic and Republican political parties and the influence they have had on our nation's history. This course is required for graduation.

### **Economics and Personal Finance Honors**

330800HH (1/2 unit)

This college preparatory course will introduce students to the study of economics by providing them with the

vocabulary and comprehension skills that are necessary to gain a fundamental understanding of the various economic systems that function in our complex world today. To gain this understanding, students will be introduced to such key concepts as capitalism, socialism, communism, and traditional economic systems. They will also be required to construct and interpret charts and graphs, which serve as valuable tools, used daily by professional economists. Students in this course will gain an understanding of other economic concepts such as supply and demand, scarcity, personal finance, investment and savings, economic globalization, and roles played by various governments and businesses in their respective economic systems. Other topics to be covered in this course will be the importance of credit, the various roles played by the banking industry, the ever-changing job market, the importance of business competition and regulation, and the sources of taxation. This course is required for graduation.

### **United States History and Constitution**

332023CW (1 unit)

The chief aim of the United States History course is for students to gain a good understanding of the story of the American people. This course focuses on the rise, growth, and development of the United States from the Mesoamerica civilizations through the Civil War period (1607-1865) to the Reconstruction period, postwar industrialization, agriculture, and urban growth of America, the influx of immigrants during the late 1800s - who helped create our unique cultural mosaic, and the expanding role of the United States in world affairs during the twentieth and twenty-first centuries, the World Wars, the Cold Era, and modern times. Student taking this required course must participate in the SC End of Course Examination Program (EOCEP). The test administered in May will count as 20% of each student's final grade. This course is required for a SC high school diploma.

### **United States History and Constitution Honors**

332024HW (1 unit)

Prerequisites: Overall, 3.0 GPA or better or parent waiver  
The chief aim of the United States History course is for students to gain a good understanding of the story of the American people. This course focuses on the rise, growth, and development of the United States from the Mesoamerica civilizations through the Civil War period (1607-1865) to the Reconstruction period, postwar industrialization, agriculture, and urban growth of America, the influx of immigrants during the late 1800s - who helped create our unique cultural mosaic, and the

expanding role of the United States in world affairs during the twentieth and twenty-first centuries, the World Wars, the Cold Era, and modern times (1866-present). Student taking this required course must participate in the SC End of Course Examination Program (EOCEP). The test administered in May will count as 20% of each student's final grade. This course is required for a SC high school diploma.

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

337224AW (1 unit)

Prerequisites: Honors English course with grade B or higher OR CP English course with grade A.  
Recommended for grades 11-12.

This class is a rigorous college-level course that requires a commitment from the student to perform at the highest level. It is an intense study of the American experience from the Age of Discovery through the current era. Extensive reading and demanding research, analysis, and interpretation of documents and data are required. Critical thinking skills are emphasized throughout the course. Considerable emphasis is placed on writing skills to prepare students for the Free Response and Document Based Questions on the AP U.S. History Examination. Success on the AP Examination can earn the student college credit. Students who have not taken U.S. History and Constitution will also be required to take the SC state EOCEP (End of Course Examination Program) exam, which counts 20% of the student's final grade. A unit of United States History and Constitution is required for graduation. Students who successfully complete the course and earn a qualifying score on the required AP examination may earn credit for an introductory college U.S. history course.

### **Early American History Honors LBA**

336900HW (1 unit)

### **Dual Enrollment Anthropology (ANT 102)**

439000EW (1 high school unit/ 3 college hours)

Prerequisite(s): Pass Accuplacer

This course is the study physical and cultural anthropology. This course explores subfields of anthropology to examine primatology, human

paleontology, human variation, archeology, and ethnology.

**Dual Enrollment PSC 201-American Government**

333100EW (1 high school unit/ 3 college hours)

Prerequisite(s): ENG 101.

This course is a study of national governmental institutions with emphasis on the Constitution, the functions of executive, legislative and judicial branches, civil liberties and the role of the electorate.

\*\*This will satisfy the high school graduation requirement for government.

**Dual Enrollment Introduction to Sociology (SOC 101)**

334700EW (1 high school unit/ 3 college hours)

Prerequisite(s): Co Req. of ENG 101

An introduction to sociological facts and principles: an analysis of group-making processes and products.

**Dual Enrollment Human Growth and Development (PSY 203)**

334300EW (1 high school unit/ 3 college hours)

Prerequisite(s): Co Req. of ENG 101

This course is as study of the physical, cognitive social factors affecting human growth, development and potential. Offered at TCL.

**Dual Enrollment General Psychology (PSY 201)**

337100EW (1 high school unit/ 3 college hours)

Prerequisite(s): Co Req. of ENG 101

This course includes the following topics and concepts in the science of behavior: scientific method, biological bases for behavior, perception, motivation, learning, memory, development, personality, abnormal behavior, therapeutic techniques, and social psychology. Currently the Technical College of the Lowcountry offers this course.

**Dual Enrollment Western Civilization to 1689**

**(HIS 101) (HIST 103)**

336600EW (1 high school unit/ 3 college hours)

Prerequisite(s): Co Req. Eng. 101

This course is a survey of western civilization from ancient times to 1689, including the major political, social, economic, and intellectual factors shaping western cultural tradition. Currently the TCL & USC SALK offer this course.

**Dual Enrollment Western Civilization Post 1689**

**(HIS 102)(HIST 104)**

336700EW (1 high school unit/ 3 college hours)

Prerequisite(s): Co Req. Eng. 101

This course is a survey of western civilization from 1689 to the present, including major political, social, economic, and intellectual factors which shape the modern western world. Currently TCL & USC SALK offer this course.

**Essentials of Social Studies 1-2**

3903 (1 unit)

This course sequence is for students working toward an Employability Certificate rather than a traditional SC High School Diploma. Essentials of Social Studies 1-4 emphasize the United States History and the Constitution course of study aligned to the South Carolina Standards and the Profile of the South Carolina Graduate. These courses will provide a reward of literacy for the 21st century student. This course will allow students to engage in problem solving, decision-making, critical thinking, and applied learning required in citizenship. These courses may be taken only by students with the appropriate IEP qualifications whose first time in the 9th grade is the 2018-2019 school year or beyond. Please note: The 5th and 6th digits of the course code used to schedule a class must identify the teacher's area of certification that is most applicable to the majority of the students in that class.

**FINE ARTS**

**Media Art 1**

351500CW

(1 unit)

Grade Placement: 8

Media Art I is a basic course designed to develop skills and techniques that involve a variety of media. Areas to be studied include the elements of art, composition, and art vocabulary. A chronological study of the major periods of art history will be analyzed with slide presentations and followed up with art projects. These periods of history presently include prehistoric, Egyptian, Greek, Roman, Chinese, and African art. The Renaissance, Baroque, Rococo, Impressionism, and Abstract arts movements will also be addressed. Art I is a prerequisite for advanced art classes.

**Media Art 2**

351600CW

(1 unit)

**Instrumental Music: Band 1-8**

353100CW, 353200CW, 353300CW, 353400CW,  
353500CW, 353600CW, 357800CW, 357900CW  
(1 unit)

Band is a co-curricular course providing the student with the opportunity to rehearse and perform as a member of an organized school band program. The “band” is the primary instrumental performing ensemble at HCHS. All students enrolled in band are required to participate in all band activities involving the entire band’s participation (marching band and concert band). All band students are required to attend all after school rehearsals and performances to remain a member of the band program. The Director of Bands may deem individual performance opportunities appropriate. In order to participate in these auditions, a student must be a member of the “band,” in good standing, and be recommended to audition by the Director of Bands. All registration fees for such auditions are the responsibility of the student.

**Theatre 1**

452100CW (1 unit)

This course is designed to introduce students to the world of Theatre Arts. Exercises to build self-esteem, trust and empathy are integrated with the technical aspects of theatre. Basic terminology, vocal and movement exercises, as well as writing activities are incorporated. Students learn the art as an audience member as well as a performer and build self-confidence by learning about themselves and appreciating the differences and similarities of others. Skills such as communication, concentration, memorization, and imagination will be developed. Interpreting play scripts and understanding the process of theatrical productions are also goals for this class. This course is for students interested in Theatre. The student does not need to have any performing experience or have taken a previous drama/theatre class.

**Chorus I**

354114CW (1 unit)

**Chorus II**

354200CW (1 unit)

**Music Technology**

458500CW (1 unit)

**Dual Enrollment Introduction to Theatre (THE 101)**

452700EW (1 high school unit/ 3 college hours)

An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.

**Dual Enrollment Music Appreciation**

(MUS 105, MU 101, MUSIC 210, MUSC 110)  
356500EW (1 high school unit/ 3 college hours)

Prerequisite: ENG 101

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

**FOREIGN LANGUAGE**

The study of a foreign language requires day-to-day study, much of which has to be done orally. These courses are designed for the student who is seriously interested in learning to communicate in the language. It is recommended that the student plan to pursue the course for a minimum of two years.

**Spanish I**

365123CW (1 unit)

Prerequisite: Recommend C average in English I

This introductory course provides students with the basic vocabulary, grammar structures, and cultural background necessary to communicate in Spanish in everyday situations. Listening, speaking, writing, and reading skills are emphasized.

**Spanish II**

365223CW (1 unit)

Prerequisite: Spanish I and “C” average or better in Spanish I

This intermediate course provides students with a more advanced knowledge of vocabulary, grammar structures, and Spanish culture to enable them to participate actively in everyday conversations. Special attention is given to verb tenses and pronouns. This course also emphasizes reading and writing skills along with listening comprehension and oral expression.

**Spanish III**

365323CW (1 Unit)

Prerequisite: “C” average or better in Spanish I & Spanish II

Spanish III concentrates on advanced grammar structures and specialized vocabulary with emphasis on oral and written expression. This course also provides students with a greater understanding and appreciation of Spanish culture and literature.

**Dual Enrollment Elementary Spanish I**

(SPA 101) (SPAN 109) (SPAN 110)  
365700EW (1 high school unit/ 3 college hours)

Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

\*\* Offered at USC Salk & TCL

**Dual Enrollment Elementary Spanish II**

(SPA 102)(SPAN 111)  
365800EW (1 high school unit/ 3 college hours)

Prerequisite: C or better in Elementary Spanish 101

This course continues development of the basic language skills and the study of the Hispanic culture

**HEALTH/PHYSICAL EDUCATION**

**Physical Education I**

344123CW (1 unit)

Required for graduation, this basic coeducational course is designed as a conditioning program combined with teaching desirable skills in a variety of activities, including participation in team, group, and individual sports. Leadership and sportsmanship are emphasized. Although one unit of physical education is required for a state diploma, one additional unit can be earned as an elective credit. This course will also contain Comprehensive Health Education

**Health & PE Weights 1-8 LBA**

349900CW, 349901CW, 349902CW, 349903CW, 349904CW, 349905CW, 349906CW, 349907CW  
(1 unit)

Prerequisites: Physical Education 1 AND teacher permission.

These courses are designed to teach the systematic and intelligent application of modern weight training principles. This course applies the principles of resistance, overload, and specificity that will have positive effects on motor performance parameters and contribute to successful participation in sports.

\*\* This is not a Physical Education graduation credit.

**JUNIOR ROTC**

The Hampton County High School Naval Science Program offers four yearlong courses of study. The two-year program is for students, who plan to enter military service, go directly to the workforce, or who do not know their intentions after graduation. The four-year program is for students who plan to attend college or a service academy and make military service a chosen career or who want to develop their leadership and administrative skills. A one-year course is available as an alternative to physical education for students who want to find out more about NJROTC. Successful completion of the first semester of each level is required for the student to continue to the second semester. NJROTC is not a homebound or alternative school course. Students who are assigned homebound or alternative school must be dis-enrolled from NJROTC.

**JROTC 1-4**

375100CD, 375200CD, 375300CD, 375400CD  
(2 units / Year Long)

Prerequisites: Selection by Senior Naval Science Instructor; students must be of high moral character and readily adapt to the Honor Code of Honor, Courage and Commitment. Students must be physically qualified for enrollment in Physical Education.

This elective course is for students with an interest in Naval and general military subjects. Class instruction includes maritime geography, government, naval history, military structure and health. Military training stresses self-discipline, respect for authority, personal appearance and teamwork. Successful completion of the first semester is required for the student to continue to the second semester.

\*\* This is a 2-unit course; units can only be awarded at the completion of BOTH semesters.

**ACADEMIC ELECTIVES**

**College Career and Test Preparation LBA**

379930CW (1 unit)

This course focuses on understanding the education needed for college and career options while planning for the future.

**Test Preparation 1 & Test Preparation 2 LBA**

379930CH 379931CH [Quarter Classes] (1/2 unit)

379932CW [Semester Class] (1 unit)

This course focuses on understanding the education needed for career options and planning for the future. An extensive amount of test preparation for the ACT, SAT, ASVAB, ACCUPLACER, and EOCs are completed in this course which is individually tailored to your grade level and career goals. Test Preparation 1 is an elective course designed to strengthen literacy and reading skills. Test Preparation 2 is an elective course

**Creative Writing**

303200CW (1 unit)

This is an elective course designed to develop students' expressive writing skills. Students will practice writing techniques used by professional writers, experiment with multiple genres, and develop a personal writing portfolio. The students will be given the opportunity to publish their work.

**Career Exploration LBA**

549926CW (1 unit)

This course allows students to explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters, select career pathways or occupations for further study, and create an Academic and Career Plan based on their academic and career interests. This course also helps students identify and demonstrate the workplace skills that employers seek.

**Debate LBA**

339955CH (1/2 unit)

This class is to improve the argumentative skills of students so that they can engage in arguments effectively, productively, and ethically in a variety of settings. More specifically, this class is designed to improve students' abilities to: Recognize and evaluate various forms of arguments, claims, and evidence. Build solid arguments (including the research and planning stages of argument). Engage in productive and ethical debates with others. And, engaging in critical thinking,

which requires analysis, the use of solid reasoning and evidence, refutation, the avoidance of logical fallacies, and the ability to critique opposing arguments. This course is paired with speech.

Academic Support Electives

**Foundations of English LBA**

309918CW (1 unit)

**Foundations of Biology LBA**

329900CW (1 unit)

**Foundations of U. S. History**

339900CW (1 unit)  
339900CH (1/2 unit)

These courses are considered elective courses and are a precursor to the EOCEP course. These courses cover the beginning portion of the standards to better equip students for the rigor of the high school EOCEP course. Students who take these courses will immediately be enrolled in the EOCEP course the following semester as scheduling allows. Enrollment is based on student data and contingent upon course availability.

**Instructional Support ELA / Math LBA** (1 unit)

379970CW

This class is designed to help high school students succeed in their required academic courses by providing additional instructional time and subject-specific learning strategies for identified students who need extra assistance. Enrollment will be targeted to Tier 2- 9<sup>th</sup> grade students based on district and state level data.

Computer Science Electives

**Dual Enrollment Introduction to Computers (CPT 101)**

470500EW (1 high school unit/ 3 college hours)

Prerequisite(s): Pass Accuplacer

This course covers basic computer history, theory and applications, including word processing, spreadsheets, databases, and the operating system.

**Fundamentals of Computing**

502300CW (1 unit)

Recommended for grades 9-10

This course 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.

\*\* This course meets the new computer science requirement for graduation.

### JAG

#### **Jobs for American Graduates 1-4**

374100CW, 374200CW, 374300CW, 374400CW  
(1 unit)

The purpose of JAG is to assist students in exploring career opportunities and/or further study or training upon completion of high school graduation. The objective of JAG is for students to master 85 core competencies. The competencies fall under nine CTE categories: Career Development, Job Attainment, Job Survival, Basic Skills, Leadership and Self-Development, Personal Skills, Life Survival Skills, Work.

### General Electives

#### **Student Volunteer LBA 1-2**

379920CW, 379921CW, 379921CH (1/2 unit or 1 unit)

Grades: 11-12

Prerequisites: Selection Process; proof of insurance coverage.

The student volunteer program provides students with an opportunity to become actively involved in the community through volunteer work. Students must provide their own transportation if volunteering off campus. Students will meet with the coordinating teacher at the beginning of the semester for classroom instruction. Students may volunteer during their Student Volunteer class period or off campus during or after school hours. Students must complete 80 hours of volunteer service per 1 unit or 40 hours per .5 unit of credit. Punctuality, attendance, and work ethic will be monitored. Reports from the supervisor will be completed on a monthly basis. A maximum of two credits (one per year) may be earned during high school. A student may not enroll in two work-based learning courses during the same semester.

#### **Dual Enrollment Teacher Cadet Program (CERRA) Experiencing Education**

373500EW (1 high school unit/3 college hours)

#### **Dual Enrollment Teacher Cadet – Experiencing Education (CTE Completers Only)**

570500EW (1 high school unit/3 college hours)

Grade Placement: 11 or 12

Prerequisites: Teacher recommendation, "B" average, serious interest in becoming a teacher

This elective course is designed to introduce students to the world of teaching and to attract high school students who are seriously considering teaching as their career choice. The main objective of this course is to initiate students interested in becoming teachers by integrating various academic subjects, real on-site experiences, and the use of techniques that will hopefully motivate each Teacher Cadet to pursue a four-year college degree in education. This course will provide its participants with a real teaching experience and will informally introduce them to the history of education and education reform in America. Students will be required to organize a notebook and create a portfolio based on what they are learning during their many experiences in this course. Activities include mentoring, tutoring, simulated teaching, coaching, school visitations, and reading aloud. A major aim of this course is to present to its students a realistic introduction to the world of teaching. Successful completion of this course pledges three semester hours of college credit through USC-Salkehatchie.

#### **School to Work LBA 1-2**

379924CW 379925CW (1 unit)  
Grades: 11-12

This course is for students interested in career exploration in order to gain a better understanding of the relationship between rigorous and relevant education and employment success. Hampton One School District provides internships for students who are interested in gaining exposure and experiences in a career field. Students are screened by grades, attendance, and discipline. Opportunities in this program may be paid or non-paid. Students should meet with their counselor to share their career plans and be sure they have time in their schedule to enroll in work based learning. Career plans must correlate with the student's IGP. Students must be able to accrue a minimum of 120 hours to earn one high school credit. Students are responsible for their own transportation. A maximum of two credits may be earned during high school in work-based learning opportunities. A student may not enroll in two work-based learning courses during the same semester.

### **Yearbook Production 1-8**

376900CW, 376901CW, 376902CW, 376903CW,  
376904CW, 376905CW, 376906CW, 376907CW  
(1 unit)

Prerequisites: Editor MUST serve both semesters  
This course is responsible for the production of the school's yearbook. Instruction is provided in the following areas: layout design, copy writing, photography and marketing. Students who complete successfully the application and interview process are considered for an invitation to enroll in the class. This course does not count as an English unit toward graduation.

### **Employability Education**

3908

This course sequence is for students working toward an Employability Certificate rather than a traditional SC High School Diploma. 1 unit Develops an employment vocabulary, review of sentence construction, Job application, resumes, and a cover letter. Review of punctuation, capitalization, and grammar. On-the-jobs skills: telephone messages, scheduling appointments.

### **Dual Enrollment Courses**

Course descriptions are subject to change by the colleges offering the course. For detailed course descriptions see the college course catalog. For a full list of dual enrollment availability or course offerings see your school counselor.

### **Dual Enrollment Intro to Criminal Justice**

(CRJ 101)

652000EW (1 high school unit/ 3 college hours)

Prerequisite(s): RDG 100.

This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice to include police organizations, court systems, correctional systems, and juvenile justice agencies.

### **Dual Enrollment English Composition I**

(English 101) 301500EW (1 high school unit/ 3 college hours)

Grade Placement: 10th-12th

Prerequisites: Completion of English 1, 2, & 3 with a C or better and overall GPA of 3.0 or English 2 with a passing Accuplacer score

Courses are offered by TCL. TCL courses will be taught at the Mungin Center; USC will have a professor at the

high school as part of the "College Credit Now" program will teach this course. This course offers structured, sustained practice in critical reading, analysis, and composing. Students will read a range of literary and non-literary texts and write expository and analytical essays.

### **Dual Enrollment English Composition II**

(English 102)

301600EW (1 high school unit/ 3 college hours)

Grade Placement: 10th-12th

Prerequisites: Completion of English 101 with a C or better

Courses are offered by TCL. TCL courses will be taught at the Mungin Center; USC will have a professor at the high school as part of the "College Credit Now" program will teach this course. This course offers structured, sustained practice in researching, analyzing, and composing arguments. Students will read about a range of academic and public issues and write research argumentative and persuasive essays.

### **Dual Enrollment Introduction to Geography**

(GEO 101)

331500EW (1 high school unit/ 3 college hours)

Prerequisite(s): Pass Accuplacer

This course is an introduction to the principles and methods of geographic inquiry.

### **Dual Enrollment Introduction to Geography**

(GEO 101)

333100EW (1 high school unit/ 3 college hours)

Prerequisite(s): ENG 101.

This course is a study of national governmental institutions with emphasis on the Constitution, the functions of executive, legislative and judicial branches, civil liberties and the role of the electorate.

\*\*This will satisfy the high school graduation requirement for government.

### **Dual Enrollment Western Civilization to 1689**

(HIS 101) (HIST 103)

336600EW (1 high school unit/ 3 college hours)

Prerequisite(s): Co Req. ENG 101

This course is a survey of western civilization from ancient times to 1689, including the major political, social, economic, and intellectual factors shaping western cultural tradition. Currently the TCL & USC SALK offer this course.

**Dual Enrollment Western Civilization Post 1689**

(HIS 102)(HIST 104)

336700EW (1 high school unit/ 3 college hours) Prerequisite(s): Co Req. ENG. 101

This course is a survey of western civilization from 1689 to the present, including major political, social, economic, and intellectual factors which shape the modern western world. Currently the TCL & USC SALK offer this course.

### **Dual Enrollment College Algebra**

(MAT 110) (MATH 111)

413300EW (1 high school unit/ 3 college hours)

Prerequisites: Successful completion of Algebra 1, Geometry, and Algebra 2 with a C or better and an overall 3.0 GPA.

This course offered for dual credit through the Technical College of the Lowcountry includes the following topics: polynomial, rational, logarithmic, and exponential functions; inequalities; systems of equations and inequalities; matrices; determinants; simple linear programming; solutions of higher degree polynomials.

### **Dual Enrollment Probability and Statistics**

(MAT 120)

414300EW (1 high school unit/ 3 college

hours) Prerequisites: Successful completion of Algebra 1, Geometry, and Algebra 2 with a C or better and an overall 3.0 GPA.

This course is designed to give college bound students an introduction to many of the topics and concepts that might be encountered in their required college math courses. Topics include descriptive and inferential statistics, data analysis, and fundamental concepts of probability. If taken for dual credit through the Technical College of the Lowcountry, the course topics include organization of data, sample space concepts, random variable, counting problems, binomial and normal distributions, central limit theorem, confidence intervals.

### **Dual Enrollment Philosophy**

(PHI 101) (PHIL 101) (PHIL 102)

339000EW (1 high school unit/ 3 college hours)

Prerequisite(s): ENG 101.

This course includes a topical survey of the three main branches of philosophy - epistemology, metaphysics, and ethics - and the contemporary questions related to these fields.

### **Dual Enrollment Public Speaking**

(SPC 205, COMM 140, 160, SPE 110)

304500EW (1 high school unit/ 3 college hours)

Prerequisite(s): Co Req. of ENG 101

This course on public speaking and the principles and criticism of oral public communication will include performance by students. The University of South Carolina - Salkehatchie offers this course.

### **Dual Enrollment General Psychology**

(PSY 201)

337100EW (1 high school unit/ 3 college hours)

Prerequisite(s): Co Req. of ENG 101

This course includes the following topics and concepts in the science of behavior: scientific method, biological bases for behavior, perception, motivation, learning, memory, development, personality, abnormal behavior, therapeutic techniques, and social psychology. Currently the Technical College of the Lowcountry offers this course.

### **Dual Enrollment Human Growth and Development**

(PSY 203)

334300EW (1 high school unit/ 3 college hours)

Prerequisite(s): Co Req. of ENG 101

This course is a study of the physical, cognitive social factors affecting human growth, development and potential. Offered at TCL.

### **Dual Enrollment Introduction to Sociology**

(SOC 101)

334700EW (1 high school unit/ 3 college hours) Prerequisite(s): Co Req. of ENG 101

An introduction to sociological facts and principles: an analysis of group-making processes and products.

\*\* Offered at USC SALK & TCL ONLINE ONLY  
Carolina Core GSS

### **Dual Enrollment Elementary Spanish I**

(SPA 101) (SPAN 109) (SPAN 110)

365700EW (1 high school unit/ 3 college hours) Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

\*\* Offered at USC Salk & TCL  
Carolina Core: GFL

### **Dual Enrollment Elementary Spanish II**

(SPA 102)(SPAN 111)

365800EW (1 high school unit/ 3 college hours)

Prerequisite: C or better in Elementary Spanish 101

This course continues development of the basic language skills and the study of the Hispanic culture

### **Dual Enrollment Music Appreciation**

(MUS 105, MU 101, MUSIC 210, MUSC 110)

356500EW (1 high school unit/ 3 college hours)

Prerequisite: ENG 101

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

### **Middle School Courses**

#### **Career Development** (½ unit)

27992100

ProTeam provides a semester-long hands-on course with student driven activities that create opportunities for students to grow as learners. The course focuses on self-discovery, cooperative group work, service learning, goal setting, career exploration, family involvement, and teaching-like experiences.

#### **Elementary School Courses**

#### **Health & Physical Education 1-6**

14991000, 14992200, 14993300, 14994400, 14995500, 14996600 (1 unit)

There are five standards for physical education in the elementary curriculum and both standards 3 and 5 relate well to SC Health & Safety Standards. Throughout the year, physical education teachers strive to incorporate health standards into their instruction as they apply within the PE academic standards.

#### **Economics Money Management** (½ unit)

23993100

This course provides opportunities for middle school students to explore career and income planning, basic economics, and entrepreneurship. It is designed to prepare students for a successful life by teaching mindfulness and responsibility with finances.

#### **World Languages** (1 unit)

26990000

*Acellus Course*

In this supplemental elective, students can discover various world languages of interest. Students learn basic vocabulary and grammar concepts. Additionally, students will gain knowledge of cultures from around the globe (i.e. Spanish, French, German, Portuguese, etc.)

# CTE Career Clusters and Majors

CAREER CLUSTER	MAJOR
	Horticulture
	Building Construction Cluster HVAC Technology
	General Management
	Early Childhood Education
	Health Science
	Culinary Arts
	Information Support and Services Programming and Software Development
	Pre-Engineering (PLTW)
	Automotive Technology



**Cluster of Study:** Agriculture, Food & Natural Resources  
**Major:** Horticulture  
**CIP Code:** 010601

**Overview:** The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

*(\*must complete a minimum of 4 units of credit to be a program completer)*

Required courses for Major	
-Introduction to Horticulture -Turf and Lawn Management	
<b>Plus, two of the following:</b>	
-Agricultural Science and Technology	-Agricultural Science and Technology for the Workplace
-Agricultural Mechanics and Technology	-Agriculture, Food and Natural Resources Internship, Work-based credit

## COURSE DESCRIPTIONS AGRICULTURAL, FOOD & NATURAL RESOURCES

**Introduction to Horticulture**  
**Recommended Maximum Enrollment:** 20  
**Credits 1.0**  
**Prerequisite: None**  
**Grade Placement: 9-10**

The Introduction to Horticulture course is designed to be an introduction to the Horticulture pathway. It is recommended as a prerequisite for all other horticulture courses. This course includes organized subject matter and practical experiences related to the culture of plants used principally for ornamental or aesthetic purposes. Instruction emphasizes knowledge and understanding of the importance of establishing, maintaining, and managing ornamental horticulture enterprises.

**Turf and Lawn Management**  
**Recommended Maximum Enrollment:** 20  
**Credits 1.0**  
**Prerequisite: Introduction to Horticulture**  
**Grade Placement: 10-12**

Turf and Lawn Management course is designed to teach technical knowledge and skills for entry-level positions in the turf grass industry. The principles and practices involved in establishing, managing, and maintaining grassed areas for ornamental and/or recreational purposes are studied. Leadership and professionalism will be provided through FFA Student Organization. All students must provide the instructor with verification of medical insurance

coverage. All students will join the student organization Future Farmers of America.

**Agriculture Science and Technology**  
**Recommended Maximum Enrollment:** 30  
**Credits 1.0**  
**Prerequisite: None**  
**Grade Placement: 9-10**

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

**Agricultural Mechanics and Technology**  
**Recommended Maximum Enrollment:** 20  
**Credits 1.0**  
**Prerequisite: None**  
**Grade Placement: 9-10**

The Agriculture Mechanics and technology course is designed as an introductory course to the Agriculture Mechanics Career Pathway. In addition, it provides development of general mechanical skills, which are required in all areas of Agricultural Education. Typical instructional activities include hands-on experiences in woodworking, metalworking, welding, small engine repair, basic farm and homestead improvements, participating in personal and community leadership development activities, planning and implementing a relevant work-based learning transition experience, and participating in Future Farms of America (FFA) activities.

**Agricultural Science and Technology for the Workplace**  
**Recommended Maximum Enrollment:** 30  
**Credits 2.0**  
**Prerequisite: None**  
**Grade Placement: 9-11**

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

**[Agriculture, Food and Natural Resources Internship, Work-Based Credit](#)**

**Recommended Maximum Enrollment:** NA  
**Credits:** 1  
**Prerequisite:** Completion of two (2) CTE courses/units within a program.  
**Grade Placement:** 12

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



**Cluster of Study:** Architecture & Construction  
**Major:** Building Construction Cluster  
**CIP Code:** 460000

**Recommended Maximum Enrollment:** 16  
**Credits:** 1  
**Prerequisite:** Algebra 1; Courses taken sequentially  
**Grade Placement:** 9-12

**Overview:** The Construction Technology program offers students practical training in the entire range of residential and light commercial building techniques including estimating building costs, carpentry, cabinetmaking, residential wiring, blueprint reding, brick masonry, construction, building codes, and safety. Classroom knowledge is enhanced through multiple hands-on projects. Successful completion of program curriculum will provide students with the opportunity to become eligible for industry-recognized credentials and certifications.

*(\*must complete a minimum of 4 units of credit to be a program completer)*

*Required courses for Major
-Building Construction Cluster 1, 2, 3, 4 -Architecture & Construction Internship, Work-based credit

**Cluster of Study:** Architecture & Construction  
**Major:** HVAC Technology  
**CIP Code:** 470201

**Recommended Maximum Enrollment:** 24  
**Credits:** 1  
**Prerequisite:** No prerequisite for Level 1; Courses taken sequentially  
**Grade Placement:** 9-12

**Overview:** HVAC Technology courses offer specialized training related to the design, installation, and repair of air conditioning systems for residential and commercial use. These courses may emphasize the theory and design of electrical, electronic, mechanical, and pneumatic control systems used in air conditioning systems; they might also (or instead) focus on procedures used in

troubleshooting, servicing, and installing components of air conditioning systems.

*(\*must complete a minimum of 4 units of credit to be a program completer)*

*Required courses for Major
-HVAC Technology 1, 2, 3, 4 -Architecture & Construction Internship, Work-based credit

**Architecture and Construction Internship, Work-Based Credit**  
**Recommended Maximum Enrollment:** NA

**Credits:** 1  
**Prerequisite:** Completion of two (2) CTE courses/units within a program.  
**Grade Placement:** 11-12

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



**Cluster of Study:** Business Management and Administration Cluster  
**Major:** General Management  
**CIP Code:** 520201

**Overview:** General Managers are the leaders of the business world. They are responsible for the ultimate success or failure of their organizations. Those who enter the general management field must be able to work with their employees to set goals and implement plans to achieve them. These types of careers focus on planning, organizing, directing, and evaluating all or part of a business organization through the allocation and use of financial, human, and material resources.

*(\*must offer a minimum of 3\* units of credit to be a program completer)*

Required courses for Major	Plus One* of the Following
-Accounting 1 -Entrepreneurship	-Accounting 2* -Digital Workplace Applications*(Formerly IBA) -Business Management & Administration Internship-Work-based credit

*(\*must offer a minimum of 4 units of credit to be a program completer)*

Required courses for Major	Plus Two of the Following
-Accounting 1 -Entrepreneurship	-Accounting 2 -Digital Workplace Applications (Formerly IBA) -Business Management & Administration Internship-Work-based

## COURSE DESCRIPTIONS–BUSINESS MANAGEMENT & ADMINISTRATION

### Accounting 1

**Recommended Maximum Enrollment:** 24

**Credits** 1

**Prerequisite:** Completion of Algebra I or equivalent with a grade of C or better and/or accounting instructor approval.

**Grade Placement:** 10-12

This course is designed to help the student develop an understanding of the concepts, principles, and practices necessary in the preparation and maintenance of financial records concerned with business management and operations. Students are exposed to the accounting cycle, cash control system, payroll, and careers in accounting.

### Accounting 2

**Recommended Maximum Enrollment:** 24

**Credits** 1

**Prerequisite:** Accounting 1 with minimum grade of C or better and/or instructor approval.

**Grade Placement:** 11-12

Accounting 2 provides advanced skills that build upon those acquired in Accounting 1. Students continue applying accounting concepts related to business entities. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating and recording adjusting entries, and interpreting financial information. The student will demonstrate a knowledge of accounting principles using computer software and simulated activities.

### Digital Workplace Applications (formerly IBA1)

**Recommended Maximum Enrollment:** 24

**Credits** 1

**Prerequisite:** None

**Grade Placement:** 9-12

Digital Workplace applications (formerly Integrated Business Applications 1) provides in-depth instruction in Microsoft Office applications that will lead to national certifications demonstrating career-readiness. The applications covered include MS Word, MS Excel, MS PowerPoint, and MS Access (optional) as well as collaborative tools that are used within a virtual work environment. Students will learn the features and tools for each of the application programs and apply their knowledge to various problem-based activities. In addition, students will apply key critical thinking skills and practice ethical and appropriate behavior for the responsible use of technology. Upon completion of this course, students will be prepared to earn nationally recognized industry certifications.

### Entrepreneurship

**Recommended Maximum Enrollment:** 24

**Credits** 1

**Prerequisite:** None

**Grade Placement:** 10-12

Entrepreneurship is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology.

### Business Management and Administration Internship, Work-Based Credit

**Recommended Maximum Enrollment:** NA

**Credits:** 1

**Prerequisite:** Completion of two (2) CTE courses/units within a program.

**Grade Placement:** 11-12

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



**Cluster of Study:** Education and Training

**Major:** Early Childhood Education

**CIP Code:** 131210

**Overview:** Planning, managing, and providing education and training services and related learning support services.

*(\*must offer a minimum of 4 units of credit to be a program completer)*

Required courses for Major	Plus Two or More of the Following
-Early Childhood Education 1	-Digital Workplace Application (formerly IBA1)
-Early Childhood Education 2	-Entrepreneurship
	-Health Science 1
	-Teacher Cadet – CTE
	-Introduction to Teaching (Acellus)
	-Education and Training Internship, Work-Based Credit

## COURSE DESCRIPTIONS – EDUCATION AND TRAINING

### Early Childhood Education 1

**Recommended Maximum Enrollment:** 24

**Credits** 1

**Prerequisite:** None

**Grade Placement:** 10-11

Early Childhood Education 1 is designed to provide students with hands-on opportunities to actively explore and observe the world of children and prepare them for educational and administrative careers in the field. This course provides an in-depth study of career paths, developmentally appropriate practices, curriculum development, safe and healthy learning environments, and collaborative relationships. Participation in student organizations Educators Rising (former Future Educators Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhance the learning experience.

### [Early Childhood Education 2](#)

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: Early Childhood Education 1**

**Grade Placement: 11-12**

Early Childhood Education 2 is an advanced course focused on the competencies needed to plan, guide, and care for young children in a safe, healthy, and developmentally appropriate environment. Students can acquire certification in pediatric safety, cardiopulmonary resuscitation (CPR), and first aid. Students interact with professionals in the field and participate in various work-based learning activities. Students laboratory/field experiences may be school based or in the community and include job shadowing and internships. This course may be taken for dual credit or articulated to local technical colleges (ECD 135: Health, Safety, and Nutrition; ECD 101: Introduction to Early Childhood Development). Students who successfully complete ECD 101 will be eligible for the SC Early Childhood Credential. Students' participation in Educators Rising (formerly Future Educators Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhances the learning experience.

### [Digital Workplace Applications \(formerly IBA1\)](#)

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: None**

**Grade Placement: 9-12**

Digital Workplace applications (formerly Integrated Business Applications 1) provides in-depth instruction in Microsoft Office applications that will lead to national certifications demonstrating career-readiness. The applications covered include MS Word, MS Excel, MS PowerPoint, and MS Access (optional) as well as collaborative tools that are used within a virtual work environment. Students will learn the features and tools for each of the application programs and apply their knowledge to various problem-based activities. In addition, students will apply key critical thinking skills and practice ethical and appropriate behavior for the responsible use of technology. Upon completion of this course, students will be prepared to earn nationally recognized industry certifications.

### [Entrepreneurship](#)

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: None**

**Grade Placement: 10-12**

Entrepreneurship is designed to provide students with the knowledge and skills needed to develop an effective business plan for small

business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology.

### [Health Science 1- Foundations of Healthcare Professionals](#)

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: Biology 1**

**Grade Placement: 9-12**

Health Science 1, Foundations of Healthcare Professions, is an introductory course designed to provide students with an overview of healthcare careers and foundational skills to begin their journey towards the future as a healthcare professional. Upon completion of this course proficient students will be able to identify careers in these fields, compare and contrast the features of healthcare systems and begin to provide foundational health care skills. This course will serve as a foundation for all Health Science programs of study. **To advance to Health Science 2, students must achieve a score of 75% or higher in Health Science 1.**

### [Introduction to Teaching 1](#)

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: None**

**Grade Placement: 10-11**

Introduction to Teaching 1 is designed to prepare students for employment and/or postsecondary opportunities in the education field. The program provides instruction in the teaching profession, communication skills, human growth and development, planning and instructional strategies, and school-societal relationships. Technology is integrated throughout the course work. Participation in student organizations Educators Rising (former Future Educators Association) and/or Family, Career and Community Leaders of America (FCCLA) greatly enhance the learning experience.

### [Dual Enrollment Teacher Cadet –Experiencing Education \(CTE Completers Only\)](#)

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: 3.0 GPA on a 4.0 scale**

**Grade Placement: 11-12**

Teacher Cadet-Experiencing Education is an innovative, curriculum-based college level course designed to attract talented young people to the education profession through a challenging introduction to teaching. The Teacher Cadet Program seeks to provide high school students insights into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools.

**Note:** Teacher cadet courses have both CTE and academic course codes. The content is the same as the CTE and academic students. The only difference is the use of the CTE course code for a CTE completer program.

### [Education and Training Internship, Work-Based Credit](#)

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: Completion of two (2) CTE courses/units within a program**

**Grade Placement: 11-12**

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



**Cluster of Study: Health Science**

**Major: Health Science**

**CIP Code: 510000**

**Overview:** Health Science Education is a secondary program of study that promotes health career opportunities to students in grades 9 -12. Integration of health science courses, work-based learning experiences, HOSA-Future Health Professionals activities, and academics allow students to make informed decisions regarding an array of careers and educational pursuits.

*(\*must offer a minimum of 4 units of credit to be a program completer)*

Required courses for Major	Plus Two or More of the Following
-Health Science 1 – Foundations of Healthcare Professionals -Health Science 2 – Advanced Healthcare Applications	-Health Science- Human Structure, Function & Disease -Medical Terminology (Also offered on-line) -Health Science Clinical Study (CNA) -Health Science Internship, Work-Based Credit
<i>(*must offer a minimum of 3 units of credit to be a program completer)</i>	
Required courses for Major	Plus One or More of the Following
-Health Science 1 – Foundations of Healthcare Professionals -Health Science 2 – Advanced Healthcare Applications	-Health Science- Human Structure -Medical Terminology -Health Science Internship, Work-Based Credit

**\*\*Health Science 1 & 2, plus Health Science Human Structures or Medical Terminology (3 Courses) must be taken before enrollment in Health Science Clinical Study (CNA)**

**\*\*Application/interview process required for CNA**

**COURSE DESCRIPTIONS – HEALTH SCIENCE**

**Health Science 1 – Foundations of Healthcare Professionals**

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: Biology 1**

**Grade Placement: 9-12**

Health Science 1, Foundations of Healthcare Professions, is an introductory course designed to provide students with an overview of healthcare careers and foundational skills to begin their journey towards the future as a healthcare professional. Upon completion of this course proficient students will be able to identify careers in these fields, compare and contrast the features of healthcare systems and begin to provide foundational health care skills. This course will serve as a foundation for all Health Science programs of study. **To advance to Health Science 2, students must achieve a score of 75% or higher in Health Science 1.**

**Health Science 2 – Advanced Healthcare Applications**

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: Biology 1 and Health Science 1; (A grade of 75% or higher in Health Science 1 is required to enroll in Health Science 2)**

**Grade Placement: 10-12**

Health Science 2, Advanced Healthcare Applications, course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. General Requirements - Students enrolled in this course must have successfully completed Health Science 1 with a grade of 75% or higher. Furthermore, students are required to job shadow in a health-related field experience that will connect to real-world experience in the healthcare industry.

**Health Science- Human Structure, Function & disease (formerly Health Science 3)**

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: Biology 1 plus completion of level one in Health Science 1**

**Grade Placement: 10-12**

Health Science Human Structure, Function, and Disease, acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that body systems have with disease from the healthcare point of view. This is a very “hands on” course and students will learn through projects and activities in the classroom. Skill procedures and foundation standards are reviewed and integrated throughout the program. Job shadowing is encouraged. This course does not count as a lab science. **To advance to the next level of health science, students must achieve a grade of 75% or higher.**

**Health Science Clinical Study (CNA)**

**Recommended Maximum Enrollment: 8**

**Credits 1**

**Prerequisite: Be a completer in any health science pathway with grades of 75% or higher plus be a concentrator with the substitute for the 3<sup>rd</sup> unit (Science Department A & P or AP Biology) Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) certification.**

**Grade Placement: 12**

Health Science Clinical Study is a course that guides students to make connections from the classroom to the healthcare industry through clinical experiences/activities. This course is designed to provide for further development and application of knowledge and skills common to a wide variety of healthcare professions. The students in this course will build on all information and skills presented in the previously required course foundation standards. The students will relay these skills into real-life experiences. The student, teachers, and work-based learning coordinators will work together to create opportunities for the students to get the best experience available in the district's geographic region. **Students in this course must be BLS Healthcare Providers CPR certified, and HIPAA trained before participating in any healthcare experience outside of the classroom. OSHA Safety Training – Healthcare certification is highly recommended. \*An application/interview process is required effective 18-19 SY.**

**Medical Terminology**

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** None  
**Grade Placement:** 9-12

Medical Terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts. In addition to traditional classroom instruction, Medical Terminology may be offered as a dual enrollment, virtual, online, or independent study course. ***Students must achieve a grade of 75% or higher to advance to the next level of health science.***

**Health Science Internship, Work-Based Credit** Recommended

**Maximum Enrollment:** NA  
**Credits:** 1  
**Prerequisite:** Successful completion of two (2) Health Science courses **plus** Cardiopulmonary resuscitation (CPR) **and** First Aid (FA) certification.  
**Grade Placement:** 11-12

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



**Cluster of Study:** Hospitality & Tourism  
**Major:** Culinary Arts

**CIP Code:** 520905

**Overview:** Hospitality and Tourism is designed to prepare students for entry-level employment in the travel and tourism industry. Industry segments will focus on such areas as planning, marketing, management, finance, operations, technical and production skills, technology, human relations, labor issues, community issues, environmental issues, and safety.

***(\*must offer a minimum of 4 units of credit to be a program completer)***

Required courses for Major	Plus Two or More of the Following
-Culinary Arts 1 -Culinary Arts 2	-Accounting 1 -Entrepreneurship -Digital Workplace Application (formerly IBA1) -Hospitality and Tourism Internship, Work-Based Credit
<b><i>(*must offer a minimum of 3 units of credit to be a program completer)</i></b>	
Required courses for Major	Plus one of the Following Courses below
-Culinary Arts 1 -Culinary Arts 2	-Entrepreneurship -Accounting 1 -Hospitality and Tourism Internship, Work-Based Credit

**COURSE DESCRIPTIONS – HOSPITALITY & TOURISM**

**Accounting 1**

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** Completion of Algebra I or equivalent with a grade of C or better and/or instructor approval.  
**Grade Placement:** 10-12

This course is designed to help the student develop an understanding of the concepts, principles, and practices necessary in the preparation and maintenance of financial records concerned with business management and operations. Students are exposed to the accounting cycle, cash control systems, payroll, and careers in accounting.

**Culinary Arts Management 1**

**Recommended Maximum Enrollment:** 20  
**Credits** 1  
**Prerequisite:** None  
**Grade Placement:** 10-11

This course prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA) provides leadership and entrepreneurship experiences. Participation in the career & technology organization Skills USA provides the

students an opportunity to compete and display professional baking techniques.

**Culinary Arts Management 2**

**Recommended Maximum Enrollment: 15**

**Credits 1**

**Prerequisite: Culinary Arts 1**

**Grade Placement: 11-12**

This course is an advanced level course that prepares the serious culinary student for gainful employment and/or entry into postsecondary education. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career options. Students have opportunities to develop skills in workplace settings. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA) provides leadership and entrepreneurship experiences. Participation in the career & technology organization Skills USA provides the students an opportunity to compete and display professional baking techniques.

**Entrepreneurship**

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: None**

**Grade Placement: 10-12**

This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology.

**Digital Workplace Applications (formerly IBA1)**

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: None**

**Grade Placement: 9-12**

Digital Workplace applications (formerly Integrated Business Applications 1) provides in-depth instruction in Microsoft Office applications that will lead to national certifications demonstrating career-readiness. The applications covered include MS Word, MS Excel, MS PowerPoint, and MS Access (optional) as well as collaborative tools that are used within a virtual work environment. Students will learn the features and tools for each of the application programs and apply their knowledge to various problem-based activities. In addition, students will apply key critical thinking skills and practice ethical and appropriate behavior for the responsible use of technology. Upon completion of this course, students will be prepared to earn nationally recognized industry certifications.

**Hospitality and Tourism Internship, Work-Based Credit**

**Recommended Maximum Enrollment: NA**

**Credits: 1**

**Prerequisite: Completion of two (2) CTE courses/units within a program.**

**Grade Placement: 11-12**

The Hospitality and Tourism Internship is a structured work-based credit-bearing course that is taken as a fourth unit in a three-or four-

unit CTE completer program. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines listed in the CTE Work-Based Learning Implementation Guide must be followed in order to award one Carnegie unit of credit upon successful completion of the course. This course **will not** count as the third unit in the three-unit completer pathway.



**Cluster of Study: Information Technology**

**Major: Information Support and Services**

**CIP Code: 151202**

**Overview:** Careers in Information Support and Services involve IT deployment, including implementing computer systems and software, providing technical assistance, creating technical documentation, and managing information systems. Individuals design and build databases of information and provide technical assistance to keep computer systems running smoothly.

**(\*must offer a minimum of 4 units of credit to be a program completer)**

Required courses for Major	Plus Two or More of the Following
-Advanced Computer Repair and Service  -Computer Repair and Service	-Computer Programming with Java 1 -Computer Programming with Java 2 -Entrepreneurship -Fundamentals of Computing (Formerly: Exploring Computer Science) -Game Design & Development -Information Technology Internship, Work-Based Credit
<b>(*must offer a minimum of 3 units of credit to be a program completer)</b>	
Required courses for Major	Plus One of the Following
-Advanced Computer Repair and Service  -Computer Repair and Service	-Computer Programming with Java 1 -Entrepreneurship -Fundamentals of Computing (Formerly: Exploring Computer Science) -Information Technology Internship, Work-Based Credit

**Cluster of Study: Information Technology**

**Major: Programming & Software Development**

**CIP Code: 110201**

**Overview:** Careers in programming and software development involve the design, development, implementation, and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages, and software development. People with expertise in programming and software development work with cutting-edge technologies to develop tomorrow's products for use by businesses and consumers.

**(\*must offer a minimum of 4 units of credit to be a program completer)**

Required courses for Major	Plus Two or More of the Following
-Computer Programming with Java 1	-Entrepreneurship -Fundamentals of Computing (Formerly: Exploring Computer Science)
-Computer Programming with Java 2	-Game Design & Development -Foundations of Animation -Information Technology Internship, Work-Based Credit

**(\*must offer a minimum of 3 units of credit to be a program completer)**

Required courses for Major	Plus One of the Following
-Computer Programming with Java 1	-Fundamentals of Computing (Formerly: Exploring Computer Science)
-Computer Programming with Java 2	-Entrepreneurship -Information Technology Internship, Work-Based Credit

## COURSE DESCRIPTIONS– INFORMATION TECHNOLOGY

### Advanced Computer Repair and Service

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** Keyboarding proficiency  
**Grade Placement:** 10-12

This 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.

**\*Approved course for a Computer Science unit required for graduation effective 19-20 SY.**

### Computer Programming with Java 1

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** Keyboarding Proficiency and any high school computer science course, Algebra 1 (or equivalent) and/or teacher recommendation.  
**Grade Placement:** 9-12

This course is designed to emphasize the fundamentals of computer programming. Topics include computer software, program design and development and practical experience in programming, using modern, object-oriented languages. **\*Approved course for a Computer Science unit required for graduation effective 19-20 SY.**

### Computer Programming with Java 2

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** Keyboarding Proficiency and Computer Programming with Java 1  
**Grade Placement:** 10-12

This course is designed to emphasize the fundamentals of computer programming. Topics include computer software, program design and development and practical experience in programming, using modern, object-oriented languages. **\*Approved course for a Computer Science unit required for graduation effective 19-20 SY.**

### Computer Repair and Service

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** Keyboarding Proficiency  
**Grade Placement:** 10-12

This 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.

**\*Approved course for a Computer Science unit required for graduation effective 19-20 SY.**

### Foundation of Animation

**Recommended Maximum Enrollment** 24  
**Credits** 1  
**Grade Level:** 10-12  
**Prerequisite** Keyboarding Proficiency and High School Computer Science Course

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

### Entrepreneurship

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** None  
**Grade Placement:** 10-12

This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology.

### Fundamentals of Computing (Formerly: Exploring Computer Science)

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** Keyboarding Proficiency and IT Cluster Declared on IGP or Algebra I or Teacher Recommendation

**Grade Placement: 9-12**

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

*\*Approved course for a Computer Science unit required for graduation effective 19-20 SY.*

**Game Design and Development**

**Recommended Maximum Enrollment: 24**

**Credits 1**

**Prerequisite: Keyboarding proficiency**

**Grade Placement: 11-12**

This course provides students with the opportunity to design and develop fully functional video games with product design documentation. This course emphasizes game control and logic, design tools, and the physics of games using computer programming.

*\*Approved course for a Computer Science unit required for graduation effective 19-20 SY.*

**Information Technology Internship, Work-Based Credit**

**Recommended Maximum Enrollment: NA**

**Credits: 1**

**Prerequisite: Keyboarding proficiency and completion of two (2) CTE courses/units within a program.**

**Grade Placement: 11-12**

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



**Cluster of Study: Law, Public Safety, Corrections & Security**  
**Major: Emergency and Fire Management Services CIP**  
**Code: 430203**

**Overview:** This program prepares individuals to do the work of fire fighters. Firefighter I and II courses intended to achieve National Fire Protection Agency (NFPA) certification must be conducted using curriculum that addresses the NFPA standards. Firefighter I,

Firefighter II, Hazardous Materials Awareness (HMA), Hazardous Materials Operations (HMO) and Basic Auto Extrication (BAE 3330) curriculum materials can be acquired from the South Carolina Fire Academy (SCFA). For complete descriptions of SCFA's courses, see the Academy's online catalog at [SC Department of Labor, Licensing and Regulations](#). Curriculum for First Aid/Cardiopulmonary Resuscitation (CPR) prerequisite training may be based on any recognized accredited course, such as those offered through the American Heart Association or American Red Cross. Hazardous Materials Awareness and Hazardous Materials Operations prerequisites must comply with NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.

*(\*must offer a minimum of 4 units of credit to be a program completer)*

Required courses for Major
-Fire Fighter 1, 2
-Law, Public Safety, Corrections and Security Internship, Work-Based Credit

**COURSE DESCRIPTIONS—LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY**

**Firefighter 1**

**Recommended Maximum Enrollment: 24**

**Credits: 2**

**Prerequisite: 16 years of age prior to October 1<sup>st</sup>**

**Grade Placement: 10-12**

**Firefighter 2**

**Recommended Maximum Enrollment: 24**

**Credits: 2**

**Prerequisite: Firefighter 1**

**Grade Placement: 10-12**

**Law, Public Safety, Corrections and Security Internship, Work-Based Credit**

**Recommended Maximum Enrollment: NA**

**Credits: 1**

**Prerequisite: Completion of two (2) CTE courses/units within a program.**

**Grade Placement: 11-12**

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



**Cluster of Study:** Science, Technology, Engineering and Mathematics (STEM)  
**Major:** Pre-Engineering (Project Lead the Way – PLTW)  
**CIP Code:** 140101

*(Currently offered as DE through Denmark Technical College)*

**Overview:** The Science, Technology, Engineering, and Mathematics Cluster incorporate career opportunities in all aspects of engineering and engineering technologies. Students are engaged in courses such as Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Computer Integrated Manufacturing, Engineering Design and Development, Aerospace Engineering, Biotechnical Engineering, Civil Engineering and Architecture, Gateway to Technology, and Industrial Technology Education that will expose them to scientific research and development and professional and technical services in engineering, including laboratory and testing services.

*(\*must offer a minimum of 4 units of credit to be a program completer)*

Required courses for Major	Plus <b>Two</b> of the Following
-PLTW – Intro. to Engineering Design -PLTW – Principles of Engineering	-Digital Electronics -Engineering Design and Development

## COURSE DESCRIPTIONS - STEM

### [PLTW-Digital Electronics \(DE\) Honors](#)

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** Introduction to Engineering (IED), Principles of Engineering (POE) or Teacher Recommendation  
**Grade Placement:** 10-12

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry including logic gates, integrated circuits, and programmable logic devices.

*\*Approved course for a Computer Science unit required for graduation.*

### [PLTW-Engineering Design and Development \(EDD\) Honors](#)

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** Introduction to Engineering (IED), Principles of Engineering (POE), or Teacher Recommendation  
**Grade Placement:** 10-12

The knowledge and skills students acquire on the “Pathway to Engineering” come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards. Completing EDD prepares students to be ready to take on any post-secondary program or career.

### [PLTW-Introduction to Engineering Design \(IED\) Honors](#)

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** None  
**Grade Placement:** 9-10

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

### [PLTW-Principles of Engineering \(POE\) Honors](#)

**Recommended Maximum Enrollment:** 24  
**Credits** 1  
**Prerequisite:** Introduction to Engineering Design  
**Grade Placement:** 9-10

Through problems that engage and challenge students, they explore a broad range of engineering topics including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. *\*Approved course for a Computer Science unit required for graduation.*

### [Pre-Engineering/Engineering and Industrial Technology Education Internship, Work-Based Credit](#)

**Credits** 1.0  
**Recommended Maximum Enrollment:** NA  
**Prerequisite:** Completion of two (2) CTE courses/units within a program.  
**Grade Placement:** 11-12

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



**Cluster of Study:** Transportation, Distribution & Logistics  
**Major:** Automotive Technology  
**CIP Code:** 140101

**Overview:** The Transportation, Distribution, and Logistics Cluster incorporate career opportunities in all aspects of Automotive Collision, Automotive Technology, Diesel Technology, Small Engine Technology, Warehousing, Material Handling, and Distribution and Logistics. Students are engaged in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water.

*(\*must offer a minimum of 4 units of credit to be a program completer)*

Required course for Major
-Automotive Technology 1, 2, 3, 4 -Transportation, Distribution and Logistics Internship, Work-Based Credit

## **COURSE DESCRIPTIONS--TRANSPORTATION, DISTRIBUTION & LOGISTICS**

### **Automotive Technology 1**

**Credits 1.0**

**Recommended Maximum Enrollment: 24**

**Prerequisite:** No prerequisite for Level 1; Courses taken sequentially

**Grade Placement: 10-12**

### **Automotive Technology 2**

**Credits 1.0**

**Recommended Maximum Enrollment: 24**

**Prerequisite:** Automotive Technology 1

**Grade Placement: 10-12**

### **Automotive Technology 3**

**Credits 1.0**

**Recommended Maximum Enrollment: 24**

**Prerequisite:** Automotive Technology 1, 2

**Grade Placement: 10-12**

### **Automotive Technology 4**

**Credits 1.0**

**Recommended Maximum Enrollment: 24**

**Prerequisite:** Automotive 1, 2, 3

### **Grade Placement: 10-12**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistics career cluster. The Automotive Technology program provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster.

### **Transportation, Distribution and Logistics Internship, Work-Based Credit**

**Credits 1.0**

**Recommended Maximum Enrollment: NA**

**Prerequisite:** Completion of two (2) CTE Courses/units within a program.

**Grade Placement: 11-12**

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

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Agriculture, Food and Natural Resources
Interest Inventory Administered and Plan of Study Initiated for all Learners							
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Environmental Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Supervised Agricultural Experience (SAE) and participation in appropriate FFA activities support and reinforce classroom and laboratory learning and should be a requirement for all students.	<i>Introduction to Agriculture, Food and Natural Resources</i> : This is a core course for the Agriculture, Food and Natural Resources Career Cluster that builds a knowledge base and technical skills in all aspects of the industry. Learners will be exposed to a broad range of agriculture, food and natural resources careers and Cluster Foundation Knowledge and Skills. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.
	10	English/ Language Arts II	Geometry	Biology	U.S. History		
	11	English/ Language Arts III	Algebra II or other math course	<i>Dependent on chosen pathway</i>	World History		
	College Placement Assessments-Academic/Career Advisement Provided						
	12	English/ Language Arts IV	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>			
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
POSTSECONDARY	Year 13	English Composition	Algebra	<i>Dependent on chosen pathway</i>	American Government	All plans of study need to meet learner's career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.
	Year 14	Speech/ Oral Communication	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>	American History Geography		
	Year 15	Technical Writing	Statistics	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>		
	Year 16	Continue courses in the area of specialization.					

## Architecture and Construction

### Overview

The Architecture and Construction Career Cluster is divided into three pathways. Pathways are grouped by the knowledge and skills required for occupations in these fields. Each pathway provides instruction as a basis for success in an array of careers and educational pursuits. This diverse Career Cluster prepares learners for careers in designing, planning, managing, building and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations and repairs.

### Employment Outlook

Architecture and construction comprise one of the largest industries in the United States. Based on the latest statistics, this career cluster has 7.8 million jobs. In the next few years, many new jobs will be added, and many employment opportunities will result from the need to replace experienced workers who leave jobs.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Architecture and Construction	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics or World History	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities such as SkillsUSA are also important including public speaking, record keeping and work-based experiences.	** <i>Introduction to the Built Environment</i>	
	10	English/ Language Arts II	Geometry	Biology	U.S. History		** <i>The Language of Architecture and Construction</i> ** <i>Information Technology Applications</i>	
	11	English/ Language Arts III Technical Writing	Algebra II	Physics	Economics Psychology		** <i>Safety, Health and the Workplace Environment</i>	
	College Placement Assessments-Academic/Career Advisement Provided							Continue courses pertinent to the pathway selected.
	12	English/ Language Arts IV	<i>Dependent on chosen pathway</i>	Chemistry				
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	English Composition English Literature	<i>Dependent on chosen pathway</i>	Physics	American Govt. or History, plus Psychology/ Interpersonal Skills	All plans of study need to meet learner's career goals with regard to required degrees, licenses, certifications or journey worker statuts. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.	
	Year 14	Speech/ Oral Communication	<i>Dependent on chosen pathway</i>	Environmental Science	Sociology Business Law			
	Year 15	Continue courses in the area of specialization.						
	Year 16							

## Arts, Audio/Video Technology and Communications Overview

This cluster offers two different avenues of concentration. Careers in the Performing Arts, Visual Arts or certain aspects of Journalism, Broadcasting and Film require courses and activities that challenge students' creative talents.

Careers in Audio-Video Communications Technology, Telecommunications or Printing Technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All require an ability to effectively communicate in both oral and written form. In addition, the creative aspects of this cluster are rapidly merging with the technological, making it even more challenging. Preparation for careers in this cluster must begin in the early years and continue through high school, allowing students to gain experience in the performing and visual arts as well as in the academic foundations.

### Employment Outlook

There were about 1.8 million jobs in the occupations that are assigned to the arts, audio/video technology, and communications cluster. Median annual wages for these occupations ranged from \$24,220 for floral designers to \$83,000 for art directors. Most job openings in the arts, audio/video technology, and communications cluster are projected to be in occupations assigned to the visual arts pathway, which includes graphic designers. This occupation is projected to have the most job openings in the cluster.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Arts, Audio/Video Technology and Communications	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
<b>SECONDARY</b>	9	English/ Language Arts I	Algebra I	<i>Dependent on chosen pathway</i>	World History	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	** <i>Introduction to Arts, Audio/Video Technology and Communications</i> ** <i>Information Technology Applications</i> Continue courses pertinent to the pathway selected.	
	10	English/ Language Arts II	Geometry	<i>Dependent on chosen pathway</i>	U.S. History			
	11	English/ Language Arts III	<i>Dependent on chosen pathway</i>	Physics	Political Science Economics			
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>			
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
<b>POSTSECONDARY</b>	Year 13	English Composition English Literature	<i>Dependent on chosen pathway</i>	Chemistry	American Govt. Psychology	All plans of study need to meet learner's career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.	
	Year 14	Speech Oral Communication	Computer Applications	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>			
	Year 15	Continue courses in the area of specialization.						
	Year 16							

## Education and Training

### Overview

There are many challenging educational and training opportunities within the high-skilled world of Education and Training. Learners need a solid background in academic, technical and presentation/ facilitation skills. The educational background for a career in the education and training field can begin in high schools, technical colleges/institutes, and universities.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees that prepare learners for professional and

technical careers.

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services. Each year many learners train for careers in education and training in a variety of settings that offer academic instruction, career technical instruction, and other education and training services.

### Employment Outlook

A growing emphasis on improving education and making it available to more Americans will increase the overall demand for workers in the education and training cluster. Employers are expected to devote greater resources to job-specific training programs in response to the increasing complexity of many jobs and technological advances that can leave employees with obsolete skills. A substantial number of older teachers are expected to reach retirement age through 2024. Their retirement will increase the need to replace workers who leave the occupation. This will result in a particularly strong demand for training and development specialists across all industries

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Education and Training	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
<b>SECONDARY</b>	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	**Career Exploration in Education and Training **Information Technology Applications	
	10	English/ Language Arts II	Geometry	Biology	U.S. History		**Human Growth and Development	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		**Fundamentals of Education Professions **Parenting and/or Child Development	
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	Statistics or other math course	Physics	Psychology or Sociology American Govt.		**Applications of Education Professions	
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
<b>POSTSECONDARY</b>	Year 13	English Composition English Literature	Algebra	Chemistry	Psychology American History	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	**Introduction to Education **Introduction to the Exceptional Learner	
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	Geography and Educational Psychology		**Diversity in Education and Training **Instructional/Educational Technology	
	Year 15	Technical Communication	Tests and Measurements		Political Science Sociology		**Managing the Learning Environment **Methods of Teaching and Learning Continue courses pertinent to the pathway selected.	
	Year 16+		Dependent on chosen pathway		Economics Philosophy of Educ.		Complete teaching/training major. (Fulfill student teaching requirement as needed.)	

## Finance

### Overview

There are thousands of challenging educational and training opportunities within the highly skilled world of Finance. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, and career technical schools/ institutes.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning

experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare learners for professional and technical careers.

The Finance Cluster prepares learners for careers in financial and investment planning, banking, insurance and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

### Employment Outlook

The finance industry is a critical sector of the United States economy with over 5 million people employed in finance-related occupations. Although some of the finance occupations project only moderate growth through the year 2024, the advances in technology and trends in digital marketing provide exciting and challenging opportunities for careers across all areas of the cluster, especially in the banking services pathway. In the next few years, many new jobs will be added, and many openings will result from the need to replace experienced workers who leave their jobs.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Finance	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
<b>SECONDARY</b>	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science or Biology	State History Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	** <i>Business Essentials</i> ** <i>Business Technology Applications</i>	
	10	English/ Language Arts II	Geometry or Algebra II	Biology or Chemistry	U.S. History		** <i>Business Finance</i>	
	11	English/ Language Arts III	Pre-Calculus or Algebra II	Chemistry or Physics	World History Psychology		** <i>Accounting</i>	
	College Placement Assessments-Academic/Career Advisement Provided						Continue courses pertinent to the pathway selected.	
	12	English/ Language Arts IV	Pre-Calculus or Calculus or Trigonometry or Statistics	Physics or other science course	Government Economics			
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
<b>POSTSECONDARY</b>	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.	
	Year 14	Speech/ Oral Communication Technical Writing			Sociology Public Policy			
	Year 15	Continue courses in the area of specialization.						
	Year 16							

## Government and Public Administration

### Overview

There are many challenging educational and training opportunities within the highly skilled world of Government and Public Administration. Learners need a solid background in social studies, political science, foreign language and history.

Education and training can be obtained in high schools, technical colleges/institutes and universities.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees that prepare learners for professional and technical careers.

Government affects everyone in countless ways. In a democratic society, government is the means of expressing the public will. In fact, virtually every occupation can be found within government. There are some activities unique to government. The federal government defends the public from foreign aggression; represents the nation's interests abroad; deliberates, passes and enforces laws; and administers many different programs. State and local governments pass laws or ordinances and provide vital services to constituents. There are many opportunities in government in every career area. The Government and Public Administration Career Cluster focuses on unique careers only available within government.

### Employment Outlook

Because of its public nature, the factors that influence federal government staffing levels are unique. The Congress and President determine the government's payroll budget. Each Presidential Administration and Congress have different public policy priorities, which increase levels of federal employment in some programs and decrease federal employment in others.

State and local government employment is projected to increase marginally during the next decade, however, efforts to cut spending are expected to result in a decline in federal government employment. Jobs growth will stem from a rising demand for services at the state and local levels. An increasing population, along with state and local assumption of responsibility for some services previously provided by the federal government, is fueling the growth of these services.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Government and Public Administration
Interest Inventory Administered and Plan of Study Initiated for all Learners							
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	**World Concepts and Themes **Geography
	10	English/ Language Arts II	Geometry	Biology	Dependent on chosen pathway		**Information Technology Applications
	11	English/ Language Arts III Foreign Language I	Dependent on chosen pathway	Dependent on chosen pathway	Dependent on chosen pathway		**American Government and Comparative Political Systems
	College Placement Assessments-Academic/Career Advisement Provided						
	12	English/ Language Arts IV Foreign Language II	Dependent on chosen pathway	Physics or Geospatial Information Systems	Dependent on chosen pathway		**Principles of Governance and Public Administration
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
POSTSECONDARY	Year 13	English Composition Foreign Language I	Dependent on chosen pathway	Chemistry Environmental Science	Dependent on chosen pathway	All plans of study need to meet learners' career goals with regard to required licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.
	Year 14	Speech/ Oral Communication Foreign Language II	Dependent on chosen pathway	Biological Science or Botany	Dependent on chosen pathway		
	Year 15		Dependent on chosen pathway	Dependent on chosen pathway	Dependent on chosen pathway		
	Year 16	Continue courses in the area of specialization.					

## Health Science

### Overview

There are many challenging educational and training opportunities within the high-skilled world of Health Science. Learners need a solid background in math, science, communications, and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare learners for professional and technical careers.

This Health Science Career Cluster orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.

### Employment Outlook

Employment of healthcare occupations is projected to grow 19 percent through 2024, much faster than the average for all occupations. This growth is expected due to an aging population and because federal health insurance reform should increase the number of individuals who have access to health insurance.

The median annual wage for healthcare practitioners and technical occupations (such as registered nurses, physicians and surgeons, and dental hygienists) is \$61,710, which is higher than the median annual wage for all occupations in the economy of \$35,540. However, healthcare support occupations (such as home health aides, occupational therapy assistants, and medical transcriptionists) have a median annual wage of \$26,440, lower than the median annual wage for all occupations in the economy.

Home health aides are predicted to grow by 38 percent, medical assistants will grow by 23 percent, and physician assistants will grow by 30 percent. The continued growth in both the aging and general population, as well as an increase in several chronic diseases, such as diabetes, will drive the need for more healthcare jobs.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Health Science	
Interest Inventory Administered and Plan of Study Initiated for all Learner:								
SECONDARY	9	English/ Language Arts I	Algebra I	<i>Dependent on chosen pathway</i>	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences. A foreign language is recommended.	**Health Science I: Introduction to Health Science **Information Technology Applications	
	10	English/ Language Arts II	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>	U.S. History		**Health Science II: Health, Safety and Ethics in the Health Environment	
	11	English/ Language Arts III	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>	World History Sociology		**Health Science III: Employment in Health Occupations	
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>	Psychology Economics		Continue courses pertinent to the pathway selected.	
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	English Composition	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>	American Govt. Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. Work-based learning is an integral part of this Career Cluster.	Continue courses pertinent to the pathway selected.	
	Year 14	Speech/ Oral Communication Technical Writing	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>	American History Sociology			
	Year 15	Continue courses in the area of specialization.						
	Year 16							

## Hospitality and Tourism Overview

There are many challenging educational and training opportunities within the high-skilled world of Hospitality and Tourism. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare learners for professional and technical careers.

The Hospitality and Tourism Cluster prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services. Hospitality operations are located in communities throughout the world.

### Employment Outlook

The hospitality and tourism industry directly supports over 5 million jobs and is one of the biggest job generators in the US, generating over 9 percent of the country's employment. Salaries depend on the employee's skills, education and job level at a hotel, restaurant, tourism office, recreation facility, amusement park or attraction site. Median annual salaries for these occupations range from \$18,330 for combined food preparation and serving workers to \$66,200 for gaming managers. This industry is known for promoting within and for its large number of young managers.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Hospitality and Tourism	
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	** <i>Introduction to Hospitality and Tourism</i> ** <i>Information Technology Applications</i>	
	10	English/ Language Arts II	Geometry	Biology	U.S. History		Continue courses pertinent to the pathway selected.	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics			
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	Research or Statistics or Finance/Accounting	Physics	Psychology Geography			
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	English Composition English Literature	Algebra Statistics	<i>Dependent on chosen pathway</i>	Political Science Economics	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.	
	Year 14	Speech/ Oral Communication	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>	Sociology Psychology			
	Year 15	Continue courses in the area of specialization.						
	Year 16							

## Human Services

### Overview

There are many challenging educational and training opportunities within the high-skilled world of Human Services. Learners need a solid background in communication, science and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare learners for professional and technical careers.

This diverse Career Cluster prepares individuals for employment in career pathways related to families and human needs.

### Employment Outlook

Based on the latest statistics, approximately 5 million people are employed in human services occupations. Faster than average employment growth through the year 2024, coupled with high turnover, should create numerous employment opportunities. Median annual wages for these occupations vary. For example, the median annual wage for shampooers is \$18,510, and the wage for industrial-organizational psychologists is \$80,330.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Human Services
Interest Inventory Administered and Plan of Study Initiated for all Learners							
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	** <i>Introduction to Human Services</i>
	10	English/ Language Arts II	Geometry	Biology	U.S. History		** <i>Information Technology Applications</i>
	11	English/ Language Arts III	Algebra II	Chemistry	World History Sociology		Continue courses pertinent to the pathway selected.
	College Placement Assessments-Academic/Career Advisement Provided						
12	English/ Language Arts IV	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>	Psychology Economics or Personal Finance			
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
POSTSECONDARY	Year 13	English Composition	Algebra	<i>Dependent on chosen pathway</i>	American Govt. Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.
	Year 14	<i>Dependent on chosen pathway</i>	Statistics	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>		
	Year 15	<i>Dependent on chosen pathway</i>			<i>Dependent on chosen pathway</i>		
	Year 16	Continue courses in the area of specialization.					

## [Information Technology](#)

### Overview

IT careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society. In addition to careers in the IT industry, IT careers are available in every sector of the economy from Financial Services to Medical Services, from Business to Engineering and Environmental Services.

Anyone preparing for an IT career should have a solid grounding in math and science.

A career in IT is challenging and ever-changing. Those who pursue jobs in the IT sector will quickly discover ongoing opportunities to learn about and work with exciting new technologies that are transforming the world. IT education can be obtained in high schools, technical colleges/institutes and universities.

### Employment Outlook

Employment of computer and information technology occupations is projected to grow 12 percent over the next decade, in part due to a greater emphasis on cloud computing, the collection and storage of big data, more everyday items becoming connected to the internet in what is commonly referred to as the "Internet of things" and the continued demand for mobile

computing. The median annual wage for computer and information technology occupations is \$79,390, ranging from \$46,620 for computer user support specialists to \$98,430 for computer network architects.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Information and Technology
Interest Inventory Administered and Plan of Study Initiated for all Learners							
<b>SECONDARY</b>	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science	World History	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	** <i>Introduction to Information Technology</i> ** <i>Information Technology Applications</i>
	10	English/ Language Arts II	Geometry or Algebra II	Biology	U.S. History		** <i>Fundamentals of Computer Systems</i>
	11	English/ Language Arts III	Algebra II or Pre-Calculus or Trigonometry	Chemistry	Political Science Economics		Continue courses pertinent to the pathway selected. (Students are encouraged to have an internship/capstone experience to reinforce workplace skills.)
	College Placement Assessments-Academic/Career Advisement Provided						
	12	English/ Language Arts IV Technical Reading	<i>Dependent on chosen pathway</i>	Applied Physics			
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
<b>POSTSECONDARY</b>	Year 13	English Composition English Literature	Calculus	Chemistry	American Govt. Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.
	Year 14	Speech/ Oral Communication Technical Writing	Computer Applications	Biological Science Physics	American History Geography		
	Year 15	Continue courses in the area of specialization.					
	Year 16						

## Law, Public Safety, Corrections and Security

### Overview

There are many challenging educational and training opportunities within the highly skilled world of Law, Public Safety, Corrections and Security. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities. Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees that prepare learners for professional and technical careers. The Law, Public Safety, Corrections and Security Cluster helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

### Employment Outlook

There are approximately 5 million jobs in the occupations assigned to the law, public safety, corrections, and security cluster. Employment of protective service and legal occupations is projected to grow around 5 percent through 2024. Numerous job openings will stem from employment growth attributable to the continued desire for increased corporate, industrial and homeland security, and the maintenance of public safety. Median annual wages for these occupations range from \$19,040 for lifeguards, ski patrol, and other recreational protective service workers, to \$118,150 for judges, magistrate judges, and magistrates.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Law, Public Safety, Corrections and Security
Interest Inventory Administered and Plan of Study Initiated for all Learners							
<b>SECONDARY</b>	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	** <i>Introduction to Law, Public Safety, Corrections and Security Careers</i>
	10	English/ Language Arts II	Geometry	Biology	U.S. History Psychology		** <i>Information Technology Applications</i>
	11	English/ Language Arts III	Algebra II	Chemistry	<i>Dependent on chosen pathway</i>		Continue courses pertinent to the pathway selected.
	College Placement Assessments-Academic/Career Advisement Provided						
	12	English/ Language Arts IV Technical Writing	<i>Dependent on chosen pathway</i>	Physics or Forensic Science	<i>Dependent on chosen pathway</i>		
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
<b>POSTSECONDARY</b>	Year 13	English Composition English Literature	Algebra	Chemistry	American Govt. Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. Physical Education courses and/or activities are critical in this career cluster.	Continue courses pertinent to the pathway selected.
	Year 14	Speech/ Oral Communication	Computer Applications	<i>Dependent on chosen pathway</i>	<i>Dependent on chosen pathway</i>		
	Year 15				<i>Dependent on chosen pathway</i>		
	Year 16	Continue courses in the area of specialization.					

## Manufacturing Overview

There are many challenging educational and training opportunities within the highly skilled world of Manufacturing. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare learners for professional and technical careers. Apprenticeship programs prepare learners for journey-worker status.

Industry plays a major role in training and career development by supporting apprenticeships, training, joint industry/school programs and industry training leading to certification and college/university credit.

This diverse Career Cluster prepares learners for careers in planning, managing, and performing the processing of materials into intermediate or final products. Careers also include related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

#### Employment Outlook

There are approximately 12 million jobs in the occupations that are assigned to the manufacturing cluster. Technological advancements are replacing many of the manufacturing workers that make up a large share of the production occupations. Fewer workers are needed in the manufacturing sector as many processes have become computer controlled. While production occupations are projected to decline 3 percent through 2024, installation, maintenance, and repair occupations are projected to grow 6 percent, about as fast as the average for all occupations. Median annual wages for these occupations range from \$21,490 for sewing machine operators to \$78,350 for nuclear power reactor operators.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Manufacturing
Interest Inventory Administered and Plan of Study Initiated for all Learners							
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	**Introduction to Manufacturing Occupations
	10	English/ Language Arts II	Geometry	Biology	U.S. History		**Information Technology Applications
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		**Employment in Manufacturing Occupations
	College Placement Assessments-Academic/Career Advisement Provided						
	12	English/ Language Arts IV	Trigonometry or Statistics or other math course	Physics	Psychology		**Applications in Manufacturing Technology
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
POSTSECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry Physics	American Govt. Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	**Safety in the Workplace
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	American History Geography		Continue courses pertinent to the pathway selected.
	Year 15	Continue courses in the area of specialization.					
	Year 16						Complete Manufacturing Major (4-Year Degree Program)

#### Marketing Overview

There are many challenging educational and training opportunities within the highly skilled world of Marketing. Learners need a solid background in communication, math and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and

skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare learners for professional and technical careers.

This diverse Career Cluster prepares learners for careers in planning, managing and performing marketing activities to reach organizational objectives.

#### Employment Outlook

According to the latest statistics, there are about 15.3 million jobs in the marketing cluster, one of the largest in terms of jobs. Median annual wages for these occupations range from \$18,960 for cashiers to \$123,220 for marketing managers. Advertising, marketing, promotions, public relations and sales managers hold more than 600,000 jobs. Employment opportunities for retail salespeople are expected to be good. Individuals with a college degree or computer skills will be sought for managerial positions in marketing management, professional sales, merchandising, marketing communications, and marketing research.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Marketing, Sales and Service
Interest Inventory Administered and Plan of Study Initiated for all Learners							
<b>SECONDARY</b>	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science or Biology	State History Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	**Business Essentials **Business Technology Applications
	10	English/ Language Arts II	Geometry or Algebra II	Biology or Chemistry	U.S. History		**Marketing
	11	English/ Language Arts III	Pre-Calculus or Algebra II	Chemistry or Physics	World History Psychology		Continue courses pertinent to the pathway selected.
	College Placement Assessments-Academic/Career Advisement Provided						
	12	English/ Language Arts IV	Pre-Calculus or Calculus or Trigonometry or Statistics	Physics or other science course	Government Economics		
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
<b>POSTSECONDARY</b>	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.
	Year 14	Speech/ Oral Communication Technical Writing			Sociology Public Policy		
	Year 15	Continue courses in the area of specialization.					
	Year 16						

## Science, Technology, Engineering and Mathematics

### Overview

There are many challenging educational and training opportunities within the highly skilled world of Science, Technology, Engineering and Mathematics. Learners need a solid background in math, science and technical skills. Education and

training can be obtained in high schools, technical colleges/institutes and universities.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare learners for professional and technical careers.

A career in science, technology, engineering or mathematics is exciting, challenging, and ever-changing. Learners who pursue one of these fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

#### Employment Outlook

Given the critical nature of much of the work in science, technology, engineering and mathematics, job possibilities abound even in times of economic downturn. More scientists, technologists and engineers will be needed to meet environmental regulations and to develop methods of cleaning up existing hazards. A shift in emphasis toward preventing problems rather than controlling those that already exist, as well as increasing public health concerns, also will spur demand for these positions. Median annual wages for these occupations range from \$38,310 for social science research assistants to \$132,320 for petroleum engineers.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Science, Technology, Engineering and Mathematics		
Interest Inventory Administered and Plan of Study Initiated for all Learners									
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Biology	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	Continue courses pertinent to the pathway selected.  <i>Information Technology Applications:</i> Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management and spreadsheet applications.		
	10	English/ Language Arts II	Geometry or Algebra II	Chemistry	U.S. History				
	11	English/ Language Arts III	Algebra II or Trigonometry Pre-Calculus or Statistics	Physics	World History World Geography				
	College Placement Assessments-Academic/Career Advisement Provided								
	12	English/ Language Arts IV	Trigonometry or Pre-Calculus/ Calculus or AP Calculus or Math Analysis	<i>Dependent on chosen pathway</i>	Economics Entrepreneurship				
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
POSTSECONDARY	Year 13	English Composition English Literature	Algebra or Trigonometry Calculus I Calculus II	Chemistry Physics	Psychology Global Issues	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.		
	Year 14	Speech/ Oral Communication Professional and Technical Writing	Introduction to Differential Equations Calculus III Statistics	<i>Dependent on chosen pathway</i>	American History Sociology Ethics and Legal Issues				
	Year 15	Continue courses in the area of specialization.							
	Year 16								

## Transportation, Distribution and Logistics

### Overview

There are many challenging educational opportunities within the highly skilled world of Transportation, Distribution and Logistics. Students can begin preparing in high school or middle school. Learners need a solid background in communications, math, science and technology.

Along the way, career guidance professionals assist students in assessing their educational goals, interests, abilities and skills to ensure a fit to the cluster's many pathway options. Students can participate in coordinated workplace learning experiences such as site visits, job shadowing, and internships. If they choose, they may achieve valuable skill certifications while in high school that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare students for entry-level, professional and technical careers.

This diverse Career Cluster exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

### Employment Outlook

Transportation, distribution and logistics is a critical sector of the United States economy. Over 10 million people are employed in transportation or transportation-related occupations. The Bureau of Labor Statistics projects an increase in employment in this sector through 2024. There will be a growing number of career opportunities in a variety of professional and technical occupations as well as high-paid, entry-level occupations that can provide career advancement opportunities. Median annual wages for these occupations range from \$19,500 for parking lot attendants to \$121,280 for air traffic controllers.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Transportation, Distribution and Logistics
Interest Inventory Administered and Plan of Study Initiated for all Learners							
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Biology	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	** <i>Introduction to the Transportation, Distribution and Logistics Industry</i> ** <i>Information Technology Applications</i>
	10	English/ Language Arts II	Geometry or Algebra II	Chemistry	U.S. History		** <i>Health, Safety and Security in the Transportation Industry</i>
	11	English/ Language Arts III	Algebra II or Pre-Calculus or Trigonometry	Physics	<i>Dependent on chosen pathway</i>		** <i>Transportation, Distribution and Logistics Systems</i> ** <i>Technological Systems</i>
	College Placement Assessments-Academic/Career Advisement Provided						
	12	English/ Language Arts IV	Pre-Calculus or Trigonometry or AP Calculus Statistics	AP Science	World Geography or AP History		** <i>Ethics and Legal Issues</i>
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
POSTSECONDARY	Year 13	English Composition English Literature	<i>Dependent on chosen pathway</i>	Chemistry	<i>Dependent on chosen pathway</i>	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.
	Year 14	Speech/ Oral Communication	<i>Dependent on chosen pathway</i>	Biological Science Physics	<i>Dependent on chosen pathway</i>		
	Year 15		<i>Dependent on chosen pathway</i>				
	Year 16						

## Appendix A – Honors Program Parent Waiver

(see next page)

North District Middle School/Hampton County High School

Level Change Request

I, the legal guardian of \_\_\_\_\_, request the placement of my son/daughter in the following course(s). I understand that my son/daughter does not meet the qualifying prerequisites for the course I am requesting. I understand I have to abide by the North District Middle School/Hampton County High School withdraw policy set forth by the SC Department of Education, which states that *a student has three days in a 45- day course, five days in a 90-day course, or ten days in a 180-day course to withdraw from a course without penalty. 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. 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.*

If a student is withdrawing from an honors level course and changing to college preparatory level course the student must do so by the end of the first interim of the first grading period. If the student does not request a course level change by that time, the student will remain in the course for the remainder of the term or the student will be given a WF on his/her transcript which equates to a 50 on the SC Uniform Grading Scale.

I also understand that once the school year has started, any changes made to my son/daughter's courses may affect the other courses he/she is enrolled in. I also understand that course change request(s) may not be possible due to class size and/or teacher/course availability once the school year has begun.

**Course Name Request:**

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Signature of Parent/Guardian

Date

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Student Signature

Date



## Appendix B – Diploma Pathways Seals of Distinction

### DIPLOMA PATHWAYS SEALS OF DISTINCTION OVERVIEW

One or more Seals may be earned but are not required for graduation.

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

<b>Honors Seal of Distinction</b> GPA 3.5 or higher	<b>College-Ready Seal of Distinction</b>	<b>Career Seal of Distinction</b>	<b>Specialization Seal of Distinction</b> (Complete one area to qualify)
<p><b>English-</b> *4 Credits 2 at honors or higher level</p> <p><b>Math-</b> *4 Credits 3 at honors or higher level (Alg. 2 as a prerequisite for the 4<sup>th</sup> higher level credit)</p> <p><b>Lab Science -</b> *3 Credits 2 at honors or higher</p> <p><b>Social Studies-</b> *3 Credits 2 at the honors or higher level</p> <p><b>World Languages -</b> *2 Credits of the same language for class of 18-19 9<sup>th</sup> graders *3 Credits of the same language for entering 9<sup>th</sup> graders 19-20 and beyond</p> <p><b>Advanced Coursework-</b> 4 credits of honors or higher in Jr/Sr years</p>	<ul style="list-style-type: none"> <li>• GPA 3.0 or higher</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>ACT (Composite Score) = 20</p> <p style="text-align: center;"><b>OR</b></p> <p>SAT = 1020 (combined math and evidenced-based reading/writing scores) Test may be super scored</p> <p><b>English-</b> *4 Credits</p> <p><b>Math-</b> *4 Credits Alg. 1, Geometry, Alg.2 and 4<sup>th</sup> Math with Alg.2 or Integrated Math 3 as a prerequisite</p> <p><b>Lab Science-</b> *3 Credits <b>Social Studies-</b> *3 Credits <b>World Language-</b> *2 Credits of the same language</p> <p><b>Fine Arts-</b> 1 Credit</p> <p><b>Military Specialization</b> – 4 Credits in NJROTC and ASVAB of 31 or higher</p>	<ul style="list-style-type: none"> <li>• GPA 3.0 or higher</li> </ul> <p><b><u>Completion of an EEDA major</u></b></p> <p>And one of the following: <b><u>Earn at least 1 industry-recognized credential</u></b></p> <p style="text-align: center;"><b>OR</b></p> <p><b><u>Silver or higher on WIN</u></b></p> <p style="text-align: center;"><b>OR</b></p> <p><b><u>A semester long WBL placement credit.</u></b></p>	<ul style="list-style-type: none"> <li>• GPA 3.0 or higher (all areas)</li> <li>• <b>STEM-</b> *4 credits beyond required courses in math, science, and technology; at least 2 at honors level or higher; may be in 1 area of STEM or across 4 areas</li> <li>• <b>World Language-</b> *4 credits in the <u>same language</u> and/or minimum ACTFL Exam score of “Intermediate Low”; Or AP exam score- 3 or higher Or IB exam score- 4 or higher before the senior year; Limited English Proficiency students – all criteria above and Level 5 composite ACCESS test score</li> <li>• <b>Military-</b> *4 credits in JROTC; and an ASVAB score of 31 or higher</li> <li>• <b>Arts-</b> *4 credits in single or multiple areas of the Arts; 2 or more at Honors or higher level; Mastery on external exam or performance task</li> </ul>



## Appendix C – Local Board Approved Courses

High School Courses Course Number	Course Name	Credit Earned	Description	School
549926CW	Career Exploration	1.0	This course allows students to explore career options and begin investigating career opportunities. Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters, select career pathways or occupations for further study, and create an Academic and Career Plan based on their academic and career interests. This course also helps students identify and demonstrate the workplace skills that employers seek.	HCHS
379930CW	College Career and Test Preparation	1.0	This course focuses on understanding the education needed for career options and planning for the future.	HCHS
339955CH	Debate	.5	This class is to improve the argumentative skills of students so that they can engage in arguments effectively, productively, and ethically in a variety of settings. More specifically, this class is designed to improve students' abilities to: Recognize and evaluate various forms of arguments, claims, and evidence; Build solid arguments (including the research and planning stages of argument); Engage in productive and ethical debates with others; engage in critical reasoning and evidence, refutation the avoidance of logical fallacies, and can critique opposing arguments.	HCHS
336900HW	Early American History H	1.0	Early American History is designed to take an in-depth look at developments in American history. A major focus of the course will be the impact of social, political, and economic changes. Special attention will be given to changes in demographics. This course is designed for students who plan to take Advanced Placement US History.	HCHS

309918CW	Foundations of English	1.0	<p>These courses are considered elective courses and are a precursor to the EOCEP course. These courses cover the beginning portion of the standards to better equip students for the rigor of the high school EOCEP course. Students who take these courses will immediately be enrolled in the EOCEP course the following semester as scheduling allows. Enrollment is based on student data and contingent upon course availability.</p>	HCHS
339900CH	Foundations of US History	0.5		
339900CW	Foundations of US History	1.0		
329900CW	Foundations of Biology	1.0		
349900CW	Health & PE Weights	1.0	<p>These courses are designed to teach the systematic and intelligent application of modern weight training principles. This course applies the principles of resistance, overload, and specificity that will have positive effects on motor performance parameters and contribute to successful participation in sports.</p>	HCHS
349901CW	Health & PE Weights 2	1.0		
349902CW	Health & PE Weights 3	1.0		
349903CW	Health & PE Weights 4	1.0		
349904CW	Health & PE Weights 5	1.0		
349905CW	Health & PE Weights 6	1.0		
349906CW	Health & PE Weights 7	1.0		
349907CW	Health & PE Weights 8	1.0		

379924CW	School to Work	1.0	<p><b><i>Prerequisite- Grades 11-12; Selection Process</i></b>  This course is for students interested in career exploration to gain a better understanding of the relationship between rigorous and relevant education and employment success. HCSD provides internships for students who are interested in gaining exposure and experiences in a career field. Students are screened by grades, attendance, and discipline.  Opportunities in this program may be paid or non-paid. Students should meet with their counselor to share their career plans and be sure they have time in their schedule to enroll in work-based learning. Career plans must correlate with the student's IGP. Students must be able to accrue a minimum of 120 hours to earn one high school credit. Students are responsible for their own transportation. A maximum of two credits may be earned during high school in work-based learning opportunities. A student may not enroll in two work-based learning courses during the same semester.</p>	HCHS
379925CW	School to Work 2	1.0		

379920CW	Student Volunteer	1.0	<p><b>Prerequisites: Selection Process; proof of insurance coverage, Grades 11-12 only</b> the student volunteer program provides students with an opportunity to become actively involved in the community through volunteer work. Students must provide their own transportation if volunteering off campus. Students will meet with the coordinating teacher at the beginning of the semester for classroom instruction. Students may volunteer during their Student Volunteer class period or off campus during or after school hours. Students must complete 120 hours of volunteer service per unit of credit or 60 hours per .5 unit of credit. Punctuality, attendance, and work ethic will be monitored. Reports from the supervisor will be completed monthly.</p> <p>A maximum of two credits (one per year) may be earned during high school. A student may not enroll in two work-based learning courses during the same semester.</p>	HCHS
379921CW	Student Volunteer 2	1.0		
379921CH	Student Volunteer	0.5		

379970CW	Instructional Support ELA/Math	1.0	This class is designed to help high school students succeed in their required academic courses by providing additional instructional time and subject-specific learning strategies for identified students who need extra assistance. Enrollment will be targeted to Tier 2- 9 <sup>th</sup> grade students based on district and state level data.	HCHS
379930CH	Test Preparation	0.5	An extensive amount of test preparation for the ACT, SAT, ASVAB, ACCUPLACER, and EOCEPs are completed in this course which is individually tailored to the student's grade level and college/career goals.	HCHS
379931CH	Test Preparation 2	0.5		

Middle School Courses

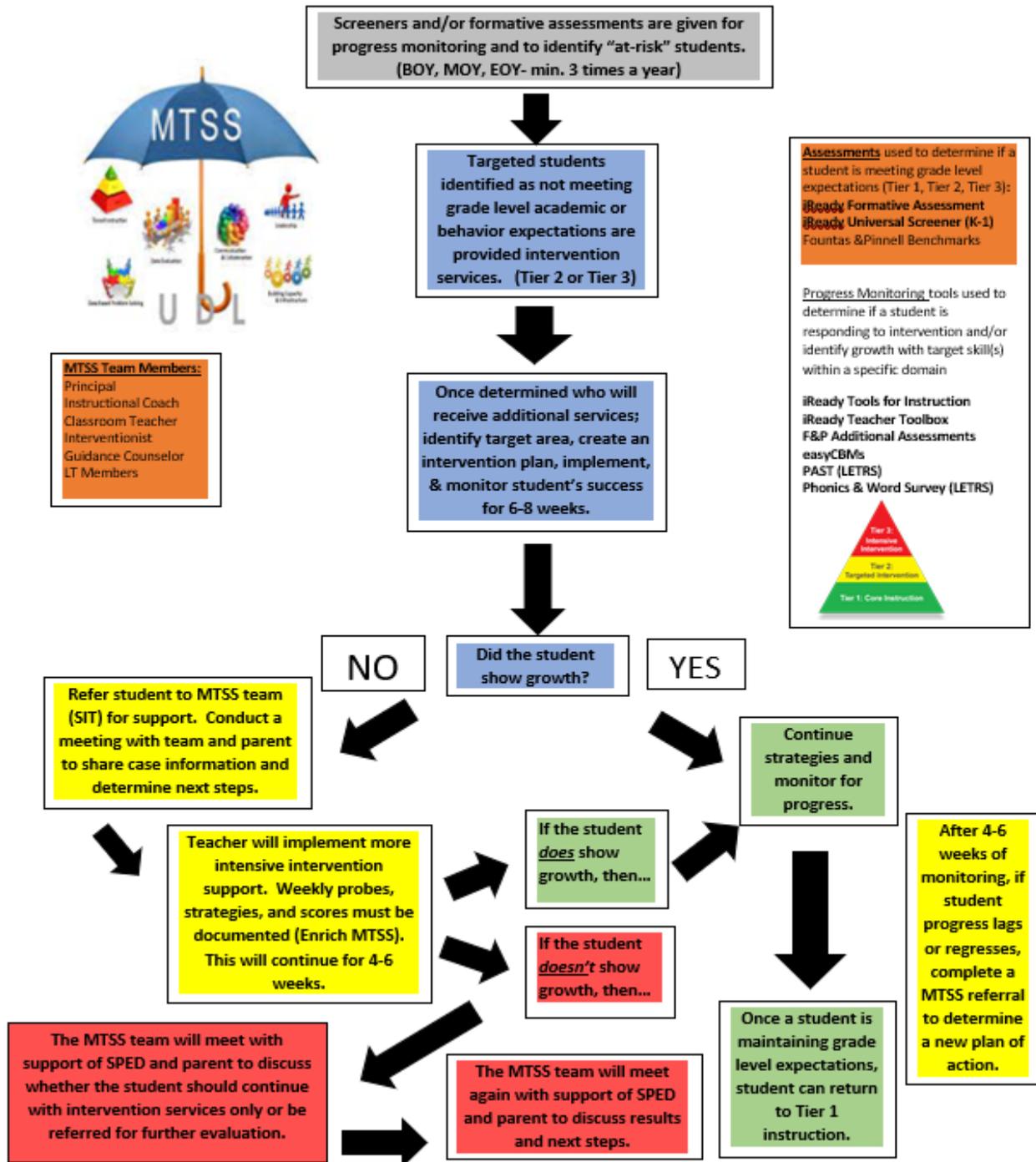
27992100	Career Development	.5 (semester)	<b>ProTeam</b> provides a <b>semester-long</b> hands-on course with student driven activities that create opportunities for students to grow as learners. The course focuses on self-discovery, cooperative group work, service learning, goal setting, career exploration, family involvement, and teaching-like experiences.	EMS NDMS
23993100	Economics Money Management	.5 (semester)	<i>*Acellus Course</i> This course provides opportunities for middle school students to explore career and income planning, basic economics, and entrepreneurship. It is designed to prepare students for a successful life by teaching mindfulness and responsibility with finances.	EMS
26990000	World Languages	1.0 (elective)	<i>*Acellus Course</i> In this supplemental elective, students can discover various world languages of interest. Students learn basic vocabulary and grammar concepts. Additionally, students will gain knowledge of cultures from around the globe. (i.e., Spanish, French, German, Portuguese, etc.)	EMS
20260700	Student Support Reading	.5 (semester)	These courses are designed to help middle school students succeed in their required academic courses by providing additional instructional time and subject- specific learning strategies for identified students who need extra assistance. Enrollment will be targeted to Tier 2- 7 <sup>th</sup> & 8 <sup>th</sup> grade students based on district and state level data.	EMS NDMS
20260800	Student Support Reading	.5 (semester)		
21050700	Student Support Mathematics	.5 (semester)		
21050800	Student Support Mathematics	.5 (semester)		

Elementary School Courses

14991000	Health & Physical Education 1	1.0	<p>There are five standards for physical education in the elementary curriculum and both standards 3 and 5 relate well to SC Health &amp; Safety Standards. Throughout the year, physical education teachers strive to incorporate health standards into their instruction as they apply within the PE academic standards.</p>	<p>BES BHPS EES FES HES VES</p>
14992200	Health & Physical Education 2	1.0		
14993300	Health & Physical Education 3	1.0		
14994400	Health & Physical Education 4	1.0		
14995500	Health & Physical Education 5	1.0		
14996600	Health & Physical Education 6	1.0		

# Appendix D – HCSD Multi-Tiered System of Supports (MTSS)

## Implementation Flowchart



# Hampton County School District MTSS Referral Form



(Targeted Tier 2 & Tier 3 Students)

**Student Name:**

**Date:** Click or tap to enter a date.

**School:**

**Referred by:**

**Grade Level:**

An **Intervention Progress Monitoring** form is attached to document the interventions being provided to *targeted* Tier 2 & Tier 3 students. In addition to tracking your intervention progress, please complete the following **referral** form to request a *Student Intervention Team (SIT)* meeting for any student you have concerns about and/or not responding to the interventions being provided. A copy of this form should be sent to the following school-level staff: Guidance Counselor & Administrator when requesting a *SIT* meeting.

**Reason(s) for Referral:** (Please check the appropriate category)

- Academic     Behavioral     Social/Emotional     Health     Attendance

Has the student been screened for vision and/or hearing concerns? YES or NO

## General Information

What are the student's academic strengths or likes?

## Background Information

Has the student ever been retained?

- Yes    If so, what grade level \_\_\_\_\_  
 No

Does the student have a current 504 or IEP? (if so, for what?) Yes or No

Is the student ELL/ML? Yes or No

Does the student have a medical diagnosis? Y or N    If so, explain \_\_\_\_\_

**Current ELA Grade:** \_\_\_\_\_

**Current Math Grade:** \_\_\_\_\_

### Instructional Information

List any academic, social, emotional, or other factors that seem to negatively affect the student’s progress. (If the problem is primarily behavioral, how often does the problem occur, how intense is it, and for how long does the problem last? If the problem is primarily academic, what specific deficits does the student have with academic skills or competencies?)

List any other general information about the student’s academic levels or abilities (e.g., formative assessments, benchmark data, classroom grades, universal screeners, etc.) that may shed light on your referral concern. A minimum of three (3) data points needed.

*(Examples: MAP, STAR, Fountas & Pinnell Levels, TE21 Benchmark, FastBridge Learning, iReady, Amira, easyCBM, SAEBRS, etc.)* Reference: SC MTSS Approved Screeners

Data Point		Data Point		Data Point		Data Point	
Student Score	Target Score						
Date		Date		Date		Date	

### Case Information

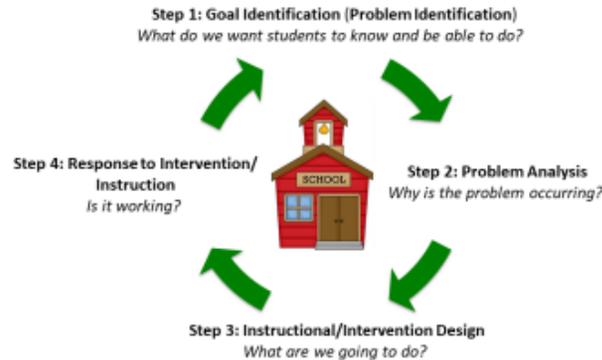
Student Strengths	Deficits/Specific Concerns	Start Date of Intervention	Total # of Weeks receiving intervention (at least 4-6 weeks)	Intervention Setting

**\*\*Please attach Intervention Plan with progress monitoring data along with Intervention Attendance Record\*\***

# Hampton County School District MTSS Intervention Plan



## Monitoring Form/Enrich MTSS Database (Targeted Tier 2 & Tier 3 Student)



### Intervention Plan

*Remember, if a student does NOT respond to an intervention over time, try a different strategy. Strategies provided should be within the same domain/subdomain for each goal. Intervention cycles typically are 6-8 weeks minimum. It is possible that a student may need intervention in more than one domain. Please use a progress monitoring form (tracking sheet) for each. (ex: reading vs. math) \*\*Please note, this form should be completed ONLY for targeted students receiving support\*\**

Students who ARE responding to interventions	Students who are NOT responding to interventions being provided
<ul style="list-style-type: none"> <li>• Track progress using the monitoring form provided</li> <li>• Once the student has successfully met the goal:                             <ul style="list-style-type: none"> <li>➢ return to Tier 1 instruction</li> <li>or</li> <li>➢ continue with additional interventions on a new goal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If a student isn't responding to an intervention:                             <ul style="list-style-type: none"> <li>➢ try another strategy</li> <li>➢ change the level of services (frequency, duration, etc.)</li> <li>➢ request a <i>SIT/RTI</i> meeting to discuss additional strategies <b>(See- MTSS Referral Form)</b></li> <li>➢ check the student's hearing/vision &amp; any other medical concerns</li> </ul> </li> <li>• After you have tried at least 3 strategies with the same goal, over extended time (4-6 weeks), with no success, - invite SPED to next SIT meeting for review</li> </ul>

# MTSS Intervention Progress Monitoring Form

Student's Name \_\_\_\_\_

Classroom Teacher/Interventionist \_\_\_\_\_

Level of Intervention: Tier 2      Tier 3

School \_\_\_\_\_

**Structure**

**Format:** Small Group \_\_\_\_\_ (number of students in group)      1-on-1

**Frequency:** Number of days per week \_\_\_\_\_      Length of Session \_\_\_\_\_

**Domain:** (Please circle)      **Math**      **Reading**      **Social/Emotional**      **Writing**      **ELL/ML (Multilingual Learners)**

**Subdomain Focus:** \_\_\_\_\_ *\*\*Use a separate form for each domain to progress monitor effectiveness of interventions being provided\*\**

Date	Strategies/Interventions <i>**A minimum of 2 different research-based strategies aligned to academic focus over 6-8-week intervention cycle** Reference: SC MTSS/ SC SEED Documents</i>	Duration (How long have you been utilizing this strategy?)	Measurable Goal (Expected Results)	Probe Type (Assessment Used)	Probe Score (Progress Monitoring)
<i>**Please indicate the strategies you are using to provide support**</i>			<i>** Please complete Probe at a minimum, every 2 weeks**</i>		



# MTSS Intervention Attendance Record

Student Name \_\_\_\_\_

Classroom Teacher/Interventionist \_\_\_\_\_

*\*Please mark attendance with **date** and **A** (absent) or **P** (present) codes*

	Monday		Tuesday		Wednesday		Thursday		Friday	
SAMPLE	3/8	A	3/9	P	3/10	P	3/11	P	3/12	A
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										
Week 6										
Week 7										
Week 8										
Week 9										
Week 10										
Week 11										
Week 12										
Week 13										
Week 14										
Week 15										
Week 16										
Week 17										
Week 18										
Week 19										
Week 20										
Week 21										
Week 22										
Week 23										
Week 24										

## Appendix E – Virtual Learning Handbook

# VIRTUAL LEARNING HANDBOOK

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Acellus is an online program offered through Hampton County High School to help promote timely graduation for students who are behind and may need an individualized graduation program. Each student has access to self-paced courses, engaging video lessons, and personalized instruction.

Students can select from an expansive list of courses; in addition to core subjects, like math, language arts, and science, students can select electives that they find interesting, which allows them to experiment with subjects tailored to specific career fields.

Before selecting classes, high school students can create a high school education plan with their School Counselor, which accounts for the student's unique interests and potential career options. Since there are numerous courses available to high school students, this provides direction and recommendations to help students achieve their goals.

### **Initial Credit**

Initial Credit Courses are taken for first time High School Credit. These courses are offered at the college prep weight only. In order to qualify for an initial credit course on Acellus a student must meet with their School Counselor and a course request has to be approved by the Acellus committee members.

When an initial credit course is approved by the Acellus committee the student and parent must sign a designated Acellus form accepting all terms and conditions regarding the Acellus requirements. (Appendix A)

Students on initial credit courses on Acellus will follow the same Hampton County High School exam policy for initial credit courses.

*Student who score below a 60 on a summative assessment, may re- take the test one time. The student must make arrangements with the teacher within one week to have the option of re-taking the test. The student must have made an effort to complete the initial assessment.*

Special Lessons are non-computer-based work that are required as part of the initial credit course work. Students are required to turn in their Special Lessons to the teacher by the assigned due dates. A course is not completed until all assigned special lessons are completed and submitted. Students who do not complete the assigned special lessons will receive an incomplete and a grade of a 50 will be assigned to their transcript. A minimum of three special lessons are required per course (when applicable).

As part of the rigorous academic standards at Hampton County High School, students will be required to keep notes in each Acellus class. Students will be required to take notes on each unit they are working on. A student will have to show notes on each lesson of that unit prior to unlocking the unit exam.

Official course grades (transcript/grade report) will be reported to the school facilitator/School Counselor by the end of each grading period. Final grades for online courses will be reported in PowerSchool with course completion percentage and grade. Final online course grades will be recorded on the high school transcript at course completion. It is the parent's responsibility to provide a parent email address to be input into the Acellus or online course system for grade monitoring.

As required by the SC Uniform Grading Policy, "students who withdraw from a course after the specified time of 3 days in a 45-day course, 5 days in a 90-day course, or 10 days in a 180-day course shall be assigned grades in accordance with the following policies:

1. A WF (withdraw/fail) will be recorded on the student's transcript, and the F (as a 50) will be calculated in the student's overall grade point average. The student must notify the high school site coordinator/School Counselor to request a withdrawal from an online course. Students will not be withdrawn without approval from the Acellus committee.
2. **Students who fail a course on Acellus, will not be allowed to participate in another initial credit course on Acellus without Acellus committee approval.**
3. Failure to complete successfully an online course required for graduation may result in a student not receiving a South Carolina high school diploma.
4. Students who are dropped from an online course will receive an FA (Failure due to attendance) and a 50 will be calculated in the student's overall grade point average and will reflect on the student's transcript.

### Course Completion Deadlines

1. All course work must be completed by the assigned course completion deadline unless an extension is recommended by the principal.
2. Students must progress successfully according to the online pacing guide before they are recommended for additional courses.
3. Some courses are self-paced; however, students must complete all courses before the stated deadline each year in order to graduate in June.
4. It is the responsibility of the student to contact the online instructor for assistance if needed.
5. Student/guardians are responsible for online access from home if this is required to successfully complete the course.
6. Students who withdraw, drop, or do not successfully complete an online course may be responsible for the cost of the course.
7. To be eligible to credit recover an initial credit Acellus course a student must be at 50% or greater by the end of the term with a passing grade.
8. Students must have completed an Acellus course in its entirety along with a minimum of 3 special lessons to get a passing grade. If a student completes 50-99% of the course a student will receive a failing grade of 50 will be allowed to retake or credit recover the course. If a student completed 0-49% of the course the student must retake the course for credit.
9. Once an initial course has been completed, each new course must be separately approved by the Acellus committee in order to ensure successful completion expectations.
10. As required by the SC Uniform Grading Policy, "students who withdraw from a course after the specified time of 3 days in a 45-day course, 5 days in a 90-day course, or 10 days in a 180-day course.

### **Credit Recovery**

The term Credit Recovery (CR) refers to a block of instruction that is less than the entirety of the course. CR targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course. CR is for students who have failed the course and wish to recover the credit without retaking the entire course.

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

#### Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit (first attempt) course. Students must have obtained a grade of 50 or higher in the initial credit course or the student is

not eligible for credit recovery and must retake the full course to receive credit. Students must have met HCSD high school attendance guidelines in the initial credit course to be eligible for credit recovery in that same course. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade. Students are eligible for a credit recovery course immediately following the academic year/semester that he/she failed an initial credit course. Credit recovery courses may be completed in a summer session or in the next academic school year for the same failed course.

Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment. (see Appendix)

Only students in grades nine through 12 may participate in credit recovery.

The following limitations are set in regard to the number of credit recovery courses a student may take.

- **Traditional Cohort:**

**Semester** = maximum of 2 CR courses, **School Year** = max. of 3, **9-12 Grades** = max. of 4

- **School-Within-School Cohort:**

**Semester** = maximum of 2 CR courses, **School Year** = max. of 4, **9-12 Grades** = 8

### Instruction and curriculum

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program (i.e., Acellus Learning System), VirtualSC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district. The standards and concepts to be addressed in credit recovery courses will be determined by the teacher who assigned the student the failing grade in the initial credit course, through a diagnostic tool utilized by the credit recovery course facilitator or software program, or through another diagnostic assessment offered by the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

### Grading

Students are not permitted to remain in a credit recovery course for more than one academic year.

Credit recovery courses taken during the final semester of the school year must be completed by the last day of the academic year. Students taking credit recovery courses in a summer session must complete the coursework and receive a final grade by the end of the second week of the grading term. Those seniors who take a credit recovery course after the school's graduation date for the spring term will be considered summer graduates and must also complete coursework by second week of the grading term.

When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam.

As part of the rigorous academic standards at Hampton County High School, students will be required to keep notes in each Acellus class. Students will be required to take notes on each unit they are working on. A student will have to show notes on each lesson of that unit prior to unlocking the unit exam.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. If the student passes the credit recovery course with a 60 or higher, the passing grade will be entered as "P." If the student does not pass, the failing grade will be entered as "NP." Neither the "P" nor the "NP" grade designation will impact the student's GPA.

A student wishing to modify his/her GPA shall repeat the full course for credit and not seek a credit recovery solution.

### Student Athletes

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through credit recovery programs.

Participation in these programs **will affect a student's eligibility for NCAA play. Credit Recovery courses are not approved by the NCAA.** Consult the district athletic director and School Counselor for more information.

### Cost

The district may elect to charge a fee for credit recovery courses.

### Course Completion Deadlines

1. All course work must be completed by the assigned course completion deadline unless an extension is recommended by the principal.
2. Students must progress successfully according to the online pacing guide before they are recommended for additional courses.
3. Some courses are self-paced; however, students must complete all courses before stated deadline each year in order to graduate in June.
4. It is the responsibility of the student to contact the online instructor for assistance if needed.
5. Student/guardians are responsible for online access from home if this is required to successfully complete the course.
6. Students who withdraw, drop or do not successfully complete an online course may be responsible for the cost of the course.
7. Once a credit recovery course has been completed, each new course must be separately approved by the Acellus committee in order to ensure successful completion expectations.
8. As required by the SC Uniform Grading Policy, "students who withdraw from a course after the specified time of 3 days in a 45-day course, 5 days in a 90-day course, or 10 days in a 180-day course.

**Course Listing:** (for more detailed information please refer to the curriculum guide)

**English:**

English 1 (initial credit & credit recovery) English 2 (credit recovery)

English 3 (initial credit & credit recovery) English 4 (initial credit & credit recovery)

**Math:**

Algebra 1 (credit recovery) Intermediate Algebra (credit recovery)

Foundations of Algebra (credit recovery) Geometry (initial credit & credit recovery) Algebra 2 (initial credit & credit recovery) Discrete Math (initial credit & credit recovery)

Pre-Calculus (credit recovery)

**Science:**

Environmental Science (initial credit & credit recovery)

Integrated Science (initial credit & credit recovery) Biology (credit recovery)

Chemistry 1 (initial credit & credit recovery) Physics 1 (initial credit & credit recovery)

**Social Studies:**

World History (initial credit & credit recovery) World Geography (initial credit & credit recovery) Government (initial credit & credit recovery) Economics and Personal Finance (initial credit & credit recovery)

Psychology (initial credit & credit recovery)

US History (credit recovery)

**Foreign Language:**

Spanish 1 (credit recovery)

Spanish 2 (credit recovery)

Spanish 3 (credit recovery)

**Electives:**

Music Appreciation (initial credit & credit recovery)

College and Career Prep (initial credit & credit recovery)

Investigating Careers (initial credit & credit recovery)

Medical Terminology (initial credit & credit recovery)

Business Management (initial credit) Accounting (initial credit & credit recovery)

Introduction to Teaching (initial credit) Personal Finance (initial credit)

## Appendix F – Online, Virtual SC School and Acellus Agreement

**Print Student Name:** \_\_\_\_\_

**School Year:** \_\_\_\_\_

I understand by registering for a virtual class whether by SC Virtual School or in the Acellus program that I am still bound by SC High School course requirements and all Hampton County High School rules and regulations. I agree and understand the following:

- 1.) If I am withdrawn due to inactivity, which means I have been dropped from the class for lack of attendance, I understand I will be given the grade of a WF (Withdraw Fail) and a numerical grade of 50 will be counted towards my GPA.
- 2.) If I plan to withdraw from a course, I understand I must withdraw during the designated withdraw date for Virtual School or Acellus. If I do not withdraw during the appropriate time frame, I must either stay or complete the course or I will receive a WF (Withdraw Fail) and a numerical grade of 50 will be counted towards my GPA. Withdrawal from Acellus courses are done through the School Counseling Department.
- 3.) I understand I have until the end of the grading period, whichever semester that I enroll into the program, in order to complete the course. At the end of the grading period if I have not completed the course, I will receive an F and a numerical grade of 50 will be counted towards my GPA.
- 4.) I understand I am responsible for signing up for all online virtual exams and am responsible for taking them to complete the course.
- 5.) I understand that if I am caught cheating on my exam or other coursework and or using unapproved outside resources, I will be given a grade of zero and it will be calculated into my overall course average. All exams are proctored by HCHS school personnel and are completed in the presence of Acellus personnel.
- 6.) I understand this form must be on file in order to take any course on Virtual SC School or Acellus. This agreement is valid for the current school year.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Name Printed:** \_\_\_\_\_

**Parent Phone Number:** \_\_\_\_\_

**Parent Email:** \_\_\_\_\_

## Appendix G – Credit Recovery Application

**FILE: IKADD-E**

### CREDIT RECOVERY APPLICATION

Student name: \_\_\_\_\_ Grade level: \_\_\_\_\_

Name of course(s) to be recovered: \_\_\_\_\_

\_\_\_\_\_

#### ***To be completed by the student***

I understand that (*district name*)’s credit recovery program is designed to allow me the opportunity to earn credits towards graduation for courses I have previously taken and failed.

I understand that because this program is individualized to include only the course material I have not yet mastered and not the full course, it is GPA neutral. This means that if I pass the credit recovery course with a 60 or higher, the passing grade will be entered on my transcript as “P.” If I do not pass, the failing grade will be entered as “NP.” Neither the “P” nor the “NP” grade designation will impact my GPA.

I understand participation in the credit recovery program is likely to affect my eligibility for National Collegiate Athletic Association (NCAA) play.

I have read and understand district policy IKADD, and I, the undersigned, agree to the terms and conditions of the program contained therein.

\_\_\_\_\_  
Student’s signature

\_\_\_\_\_  
Date of application

\_\_\_\_\_

#### ***To be completed by the parent/legal guardian***

I, the parent/legal guardian of the above-named student, do hereby give my consent for my child to participate in (*district name*)’s credit recovery program.

I have read and understand district policy IKADD, and I, the undersigned, agree to the terms and conditions of the program contained therein.

\_\_\_\_\_  
Parent/Legal guardian’s name (please print)

\_\_\_\_\_  
Parent/Legal guardian’s signature

## Appendix H – Beta Club

### Beta Club:

#### Standards of Membership

Standards for membership in the Hampton County High School Chapter of the National Beta Club must conform to the general features as laid down in the national constitution and in all cases must be approved by the executive head of the high school. The classes from which members may be drawn are ninth, tenth, eleventh, and twelfth, as well as transfer students in those grades. The scholastic requirements for membership in this chapter of the National Beta Club shall be standard numerical average of **87.5 (GPA of 3.75)** on South Carolina Uniform Grading scale 5.0 Weighted Scale as printed from the Rankings Report in PowerSchool). In order to be considered for new memberships, a student can have at most two disciplinary offenses other than tardiness and at most 4 total offenses during the previous school year. These standards are also required for current members to maintain membership.

#### Loss of Membership

A member of this chapter of the Beta Club may be dropped from membership if they are absent without justifiable reason from three regular consecutive meetings. Attendance is determined by the signature of each member at each meeting. It is the duty of each member to sign in at the appropriate place. Attendance is expected and will be counted as soon as club invitations are delivered. If you are unable to attend a meeting you must come to the club sponsors' room to obtain all documents and information provided at the meeting. It is the member's responsibility to obtain this information and members will be held accountable for all information discussed at club meetings.

A member of this chapter of the National Beta Club may be dropped from membership if their scholastic record falls below a standard numerical average of **87.5 (GPA of 3.75)** on South Carolina Uniform Grading scale 5.0 Weighted Scale as printed from the Rankings Report in PowerSchool). However, no member may be dropped from membership for scholastic deficiency without being accorded a probationary period of **two semesters** to raise his or her scholastic record to or above the minimum required for membership. At the end of this probationary period if the GPA is not in accordance with membership requirements the student will be dropped immediately.

*After the merger of the two schools, all students in Beta Club will remain in Beta Club for the Fall 2023 Semester.*

*The first evaluation of GPA and Grade Average will occur at the end of the first semester 23-24 (January).*

*This means that a graduating senior class of 2024 may go on probation but will not be removed.*

*A Junior in 2023 - 24 would have the Spring Semester 2023 and the Fall of 2024 to come off of probation.*

If a student has more than 2 disciplinary offenses other than tardiness and at most 4 total disciplinary offenses (including 2 tardy offenses), they will be dropped from the club. If a member is dropped for disciplinary offenses and the student has more than 2 referrals of any kind after they are dropped, he/she will be dropped from membership permanently and ineligible for reinstatement. The executive head of Wade Hampton High School may drop members of this chapter of the National Beta Club from memberships for moral or disciplinary reasons that are deemed by him/her to be sufficient.

Any member suspended from school (OSS) shall be dropped from membership immediately. The membership shall be reconsidered at the end of one full semester of school after the infraction (90 days). The discipline record can have at most 4 discipline referrals (including 2 tardiness) during that time. More than 2 discipline referrals during this time will result in permanent ineligibility for reinstatement. A second OSS is an automatic drop from membership resulting in permanent ineligibility for reinstatement. Any member accused of cheating will be brought before the executive committee for disciplinary action.

Any student who fails to earn the required service hours or pay dues on time will be dropped from membership but can be reconsidered for membership at a later date. If and when a member is dropped from membership, a record of this action shall be relayed to the office of the National Beta Club immediately. Unless otherwise stipulated in these by-laws, a student dropped from membership may be reinstated provided he/she meets the requirements laid down in the constitution and by-laws of this chapter of the National Beta Club. Members are only eligible for reinstatement one time. After this one-time reinstatement if a member is dropped from the club for any reason, they are permanently ineligible for reinstatement. After being dropped members must wait one semester before they become eligible for reinstatement.

### **Service Projects**

As soon as possible after its activation in the fall semester of the school year, this chapter of the National Beta Club will undertake programs of service which will be of benefit to Wade Hampton High School and the community. These programs will be decided upon only after consultation with and approval of the executive head of the high school.

### **Service Hours**

Community service is deemed as unpaid, voluntary work that helps others.

Members must have nine (9) hours at the end of each school year. A minimum of six (6) hours must come from projects that require effort (time spent working) on the part of the student and a maximum of three (3) hours can be earned by items donated or funds raised (monetary points must be approved and signed off by sponsors).

All documentation for earned points must be turned in by 3:30 on the third Friday of May.

No documentation of hours will be accepted after this time.

## **Appendix I – Dual Enrollment Monetary Responsibility**

*(See Next Page)*

STUDENT NAME: \_\_\_\_\_

Date: \_\_\_\_\_



## Hampton County School District Dual Enrollment Packet

The Hampton County School District does not discriminate against any person on the basis of sex, race, religion, national origin, age or handicap in any of its educational or employment programs or activities.

### TCL/SALK Packet School Year 2023-2024

- This packet must be completed yearly
- *If you are taking TCL courses:* Students must have TCL online application on file prior to registration, apply at [www.tcl.edu/apply](http://www.tcl.edu/apply)
- *If you are taking USC SALK Courses:* Students who wish to do dual enrollment with USC SALK, must fill out online application at:  
[https://uscpalmetto.force.com/TX\\_CommunitiesSelfReg?startURL](https://uscpalmetto.force.com/TX_CommunitiesSelfReg?startURL)
- If you have questions, please email Mrs. Paul at [lpaul@hcsdsc.org](mailto:lpaul@hcsdsc.org)
- Students must complete the DE packet along with the registration card and have on file with your counselor for you to be registered for dual enrollment.

## Dual Enrollment Overview

### What is Dual Enrollment?

1. S.C. State Regulation No. R43-234 states that school districts may establish a policy allowing qualifying students to take college courses for units of credit toward the high school diploma offered by an institution of higher education through a cooperative agreement.
2. S.C. State Regulation requirements are as follows:
  1. A three-semester –hour college course transfers as one Carnegie unit of credit.
  2. Students enrolled in HCSD dual enrollment courses may take only courses that are applicable to baccalaureate degrees or to associate degrees offered by accredited institutions. (see Appendix A-HCSD Dual Enrollment Transferable Courses among and between Public Colleges and Universities in SC)
  3. Tuition costs and any other fees are the responsibility of the student/parent if HCSD dual enrollment tuition requirements/ criteria are not met.
3. Hampton County School District has established a cooperative agreement with the following institutions; Technical College of the Lowcountry (TCL) and University South Carolina -Salkehatchie (SALK).

### Why is Dual Enrollment important?

4. The purpose of these courses is to allow high school students who are capable of college level work to earn simultaneously both high school credit toward graduation from high school and academic course credit toward either an associate or baccalaureate degree in an institution of higher education.
5. Students who receive college credit while still in high school have a higher likelihood of graduating from high school, are more likely to continue their education after high school, and have more success during their first official year of college.
6. Dual enrollment programs can significantly reduce the time and cost required to pursue postsecondary education, because students enroll early in courses that will be directly applied to their college transcripts.

### Hampton County School District Dual Enrollment Student Eligibility Requirements

(Students must meet **ALL** the criteria listed below)

7. S.C. Commission of Higher Education requires for transferability purposes that students must have at least a 3.0 grade point average (on a 4.0 scale) based on the previous semester and as noted on the most current transcript to be considered for acceptance into dual enrollment classes in Hampton County School District 1.
8. Students must meet eligibility requirements on the ACCUPLACER, SAT or ACT in keeping with the HCSD Registration deadline. A copy of the qualifying test scores will be maintained in the student's record (A9). (Page 4- HCSD Eligibility Placement for dual enrollment Courses- Accuplacer test scores published by College Board)
9. Recommendation by the school counselor.
10. Students' parental consent to participate in the dual enrollment program.
11. Approval of high school principal.

## Who pays for Dual Enrollment and what is covered?

Funds from the SC Lottery Tuition Assistance Program, TCL Foundation and the Hampton County School District are provided to pay for the following upon successful completion of dual enrollment courses:

1. Tuition (Students must take a minimum of 2 courses per semester due to Lottery Rate).\* If a student drops or withdraws from a course without notifying the School Counselor the student/ parent will be responsible for all tuition and fees.
2. If the student drops or withdraws from a class leaving only one active class, the student/ parent is responsible for all tuition and fees for both courses originally paid by the school district at the time of registration for both classes.
3. Unless extenuating circumstances exist as determined and approved by your school principal, if a student desires to retake any course previously been registered for, regardless of the grade, it will be at student/family expense.

## What are the requirements and procedures for a HCSD student to Register for Dual Enrollment courses?

Eligible students who wish to participate must:

1. Discuss with parent or guardian and meet with a high school counselor to see if dual enrollment course(s) will benefit the students' long range academic plans through the Individual Graduation Plan (IGP) process.
2. Meet eligibility requirements on the approved placement test for the course(s) in which they wish to enroll.
3. After meeting ALL qualifications, the student must complete the HCSD dual enrollment Pre-Registration Student and Parent Agreement. The school counselor will review, sign and request principal review and approval.
4. Once meeting all the pre-requisites for the HCSD dual enrollment program the student will complete the TCL/SALK Application.
5. Students are not authorized to register online independently of the school counselor or at TCL/SALK. If a student does not follow HCSD procedures, they will be responsible for the tuition and fees.

## What are the requirements and procedures for an HCSD student to Drop or Withdraw from a dual enrollment class?

4. The student is required to talk with their high school counselor before dropping or withdrawing from a course. The school counselor will also contact the parent/guardian prior to any drop or withdrawal from any course. The school principal has the authority to withdraw a student from the Dual Enrollment program at any time based on poor academic performance, attendance and/ or behavior.
5. Students who swap or drop a dual enrollment course at TCL/SALK must do so prior to the TCL/SALK authorized date for each semester. A grade of W (not WP or WF), awarded to students that drop prior to the published mid-term date will be interpreted and recorded on the HCSD transcript as a WP. A grade of W, awarded to students that drop after the published mid-term date, will be interpreted and recorded on the HCSD transcript as a WF. The student/ parent will be responsible for all fees for courses dropped after the swap/ drop date. **Grades are reported on the high school transcript following the guidelines of the SC UGP: Letter grades are reflected as A: 95, B:85, C:75, D:65, and F:50.**
6. If the student drops or withdraws from a class leaving only one active class, the student/ parent is responsible for all tuition and fees for both classes (including textbooks) originally paid by the school district at the time of registration. [000]

# Hampton County School District Dual Enrollment

## Pre-Registration Form

### STUDENT & PARENT AGREEMENT

The HCSD Dual Enrollment program is open to students in the HCSD who meet the admission/ eligibility criteria and agree to the HCSD guidelines and terms of agreement upon enrollment as outlined below.

#### HCSD Eligibility Requirements:

1. S.C. Commission of Higher Education requires for transferability purposes that students must have at least a 3.0 grade point average (on a 4.0 scale) based on the previous semester and as noted on the most current transcript to be considered for acceptance into dual enrollment classes in Hampton County School District.
2. Students must meet eligibility requirements on the ACCUPLACER, SAT or ACT in keeping with the HCSD Registration deadline. A copy of the qualifying test scores will be maintained in the student's record.
3. Recommendation by the school counselor.
4. Students' parental consent to participate in the dual enrollment program.
5. Approval of high school principal.
6. The school principal has the authority to withdraw a student from the Dual Enrollment program at any time based on poor academic performance, attendance and/ or behavior.

#### HCSD Guidelines and Terms of Agreement

HCSD students who qualify and participate in the Dual Enrollment program will do so with the full understanding of the expectations and requirements of "Dual Enrollment" opportunity, both financially and academically, by agreeing to the following:

1. The student and parent/guardian will be responsible for all fees charged beyond the initial fees paid by the Hampton County School District 1 and/or TCL/SALK at the time of the registration.
  1. If a student desires to **retake** any course regardless of the grade, it will be at the student and parent's expense.
  2. Prior to withdrawing from a course, the student must meet with their school counselor. Students who swap or drop a dual enrollment course at TCL/SALK must do so **prior** to the TCL/SALK midterm date for each semester. After meeting with the school counselor, the student will email the instructor and copy the counselor. The student/ parent will be responsible for all tuition and fees for courses dropped after the swap/ drop date.
  3. The student is responsible for maintaining active enrollment in at least **two** courses per semester to maintain "lottery" and "dual fee waiver" eligibility (TCL/SALK).
  4. If the student drops or withdraws from a class leaving only **one** active class, the student/parent is responsible for all tuition and fees for **both** classes (including textbooks) that were originally paid by the school district at the time of registration. Any new fees generated by a reversal of SC Lottery funds caused by the drop or withdrawal, is the student/parent responsibility.
2. Textbooks and other required school supplies in the TCL/SALK Bookstore will be the responsibility of the student to purchase. Exception: Required textbooks are provided to TCL students as a result of the partnership with TCL. Students are to reserve these books online by checking for an email from the bookstore. Books are rented and are to be returned at the end of the semester. Students who damage books are responsible for the cost of the books and a hold of registration will be assessed to student account until books are returned or paid for.
3. Grading: students who drop a dual enrollment course at TCL/SALK should do so prior to the TCL/SALK published date of each semester's mid-term. A grade of W (not WP or WF), awarded to students that drop **prior to** the published mid-term date will be interpreted and recorded on the HCSD transcript as a WP. A grade of W, awarded

to students that drop **after** the published mid-term date, will be interpreted and recorded on the HCSD transcript as a WF.

4. By entering the dual enrollment program, students understand and agree that **all** course grades will be posted both on their high school transcript and their TCL/SALK transcript. **This includes failing grades, or any grades given under a W, WP, WF, or I designation.** Grades will be entered on their high school transcript noting that they are part of dual enrollment and will receive **“IB/AP”** weight in GPA calculations.
5. The legal parent/guardian of the dual enrollment student is **NOT** allowed any information or notification concerning tardiness or absences from TCL/SALK classes due to Federal and State of South Carolina FERPA laws unless the TCL/SALK Waiver Form has been signed by the student granting the parents access to his/her records. Dual Enrollment students are treated and have the same high expectations as any other college student on the TCL/SALK Campus.
6. The legal parent/guardian and dual enrollment student understand that by participating in the dual enrollment program they are using SC Lottery Tuition Assistance. Students have to maintain Lottery Satisfactory Academic Progress (SAP) towards completion of a certificate diploma or degree. Students must earn a minimum 2.0 GPA on a 4.0 scale and follow the TCL/SALK Student Code of Conduct to ensure continued eligibility for SC Lottery Tuition Assistance.

**By signing I acknowledge that I fully understand and agree to the terms of participation in the dual enrollment program as outlined above. I also understand that any course I take through TCL/SALK can impact my Lottery Tuition Funding and my college transcripts:**

**Student Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Counselor:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Date** \_\_\_\_\_

## Appropriate Communication for College Students

One of the keys to success in a college course is effective communication. You will spend far less time with your college instructors than you did with your high school teachers. The bulk of your work will be done independently. Your instructors are there to guide your learning, but since they are with you only a few short hours each week, they must rely on you to let them know when you are confused. Take the initiative; let them know when you have questions or concerns. Your professors want to help you!

Contact them using their preferred contact method when you have questions about assignments, grades, course policies, etc. Do **NOT** have your parent contact the professor for you. That is inappropriate. College students are responsible for their own academic affairs. Any contact made by a parent will not receive a response. All communication **MUST** be made by the student in a responsible and respectful manner. This will be enforced to enhance student learning and practice in regard to soft skills and real-world career related communication.

Good communication is one key to success in college. Here are a few tips to ensure effective communication.

### **Take the initiative.**

Get to know your professors. Speak up in class. If you have read the syllabus and listened in class but still have questions or concerns, let your professors know; they want to help you succeed. Do not even think about having a parent communicate for you. You want to show that you are responsible! If you are mature enough to take college courses, then you are mature enough to handle concerns about course enrollment, assignments, grades, etc. Beyond that, federal law prohibits the University from sharing educational records with parents if you are over eighteen. Younger students who are concurrently enrolled should also expect to handle their own academic affairs. College classes bring a major shift of responsibility. Parents, teachers, and friends are no longer going to hold you accountable. You are responsible for your success.

### **Use the preferred form of communication.**

Most professors indicate their preferred contact method on their syllabus—use it. In general, use phone or email for quick, specific questions and face-to-face conferences for more in-depth discussions. All SALK & TCL professors keep office hours, and most of them will gladly arrange additional times to meet with you if those hours do not suit. Professors teaching courses off campus frequently schedule time before or after class to address student concerns. Check the syllabus for each professor's policies.

### **Be courteous and respectful.**

If emailing, use standard English and write as if speaking to an authority figure. Even if your professor takes a casual approach in class, you should approach written communication more formally. Do not expect instant access. Give your instructor at least twenty-four hours to respond, and then if you do not hear back, try again. When your professor does respond, reply with a simple “thank you.” If speaking on the phone or in person, always ask if the timing is convenient. Like you, your professor has multiple responsibilities. Frequently, immediately after class is a great time to discuss concerns, but sometimes your professor has somewhere else to be—like another class. All grade discussions should be face-to-face, outside of class; only call your professor to set up an appointment about grades, never to discuss them. If you are upset about anything, certainly let your instructor know, but wait until you calm down to send that email or to set up your appointment.

### **Be prepared.**

Show up for appointments on time, having read the syllabus and any assigned readings. Bring any materials pertinent to your concerns and come prepared with specific questions. For example, “I have written all of my body paragraphs for essay 1 and have them here for you as well as some ideas for my intro that I am not quite satisfied with. Can you tell me if you think any of these ideas might work?” is a good way to start. Showing up without your essay or ideas and saying, “I can't come up with an intro, help!” is not.

### **Be understanding.**

Professors are people too, and they genuinely want to help you. If you feel they have made a mistake, politely let them know. Calmly and clearly state your concerns and ask your professor to reconsider. If that fails, put your concerns in writing, being sure that your view is clearly written and well supported. Give your instructor some time to consider and respond to your written view. After that, if you feel you have been treated unfairly, contact the academic dean or director of the East campus.

### **Finally**

Accept that you are going to have struggles and be honest about them. Talk to your professors...even if you get behind. Do not be embarrassed to speak up; they want to help you succeed.

.....  
*Please sign and return.*

I have read the Appropriate Communication for College Students and understand its content. My student will be the one contacting professors. Student must make all contact with their professor(s) from their official college email address.

\_\_\_\_\_ Date \_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_ Date \_\_\_\_\_  
**Parent's Signature**

**HCHS Dual Credit College Course**

**Drop Request**

Student \_\_\_\_\_

Term \_\_\_\_\_

Course: \_\_\_\_\_

**To Drop a Course**

Dropping this course must be done by the date listed in your student contract.

1. I am requesting my child drop this college course and understand that
  1. An attempt will be made to place my child in an equivalent honors level course if one is available.  
\_\_\_\_\_ (initial)
  2. If an equivalent honors level course is not available, my child may be placed in an equivalent CP course, required to take this course on in the future, enrolled in an elective course, or given a period as a study hall.  
\_\_\_\_\_ (initial)
  3. If my child is trying to earn an Associate of Arts degree, dropping this course may require he/she go to summer school or take the course at a later time IF possible. The cost to take these classes may be the student’s responsibility. Failure to do this will mean that he/she will not earn an Associate of Arts degree by his/her high school graduation. \_\_\_\_\_ (initial)

**Check one**

2. My child is not a senior. \_\_\_\_\_ (initial).
3. My child is a senior, *and I have contacted the college he/she will be attending next year. In doing so, the college has told me that dropping this course will not affect my child’s acceptance or any scholarships he/she has been awarded.* \_\_\_\_\_ (initial).

\_\_\_\_\_  
Parent’s Signature

\_\_\_\_\_  
Contact Number

\_\_\_\_\_  
Date

-----HCHS USE ONLY-----

\_\_\_ approved

\_\_\_\_\_  
Administrative Approval

\_\_\_\_\_  
Date

\_\_\_ declined

**HCHS Dual Credit College Course  
WITHDRAW Request**

Student \_\_\_\_\_

Term \_\_\_\_\_

Course: \_\_\_\_\_

**To Withdraw from a Course**

Withdrawing from this course must be done by the **date listed in your student contract**. If a student withdraws after this date, he/she will receive a “WF” on his/her report card, and an F will be calculated into the student’s GPA.

1. I am requesting my child withdraw from this college course and understand that
  1. A “W” will appear on my child’s college transcript but will not affect his/her college GPA. \_\_\_\_\_  
(initial)

2. An attempt will be made to place my child in an equivalent honors or CP level course if one is available.  
\_\_\_\_\_ (initial)
3. If no equivalent course is available, my child may be required to take this course in the future, enrolled in an elective course, or given a period as a study hall. \_\_\_\_\_ (initial).
4. Students assigned as an office assistant during this class period will not be allowed to leave campus.  
\_\_\_\_\_ (initial).
5. Withdrawing from this course will require me to pay all expenses HCHS or HCSD has paid for my child to take this course. This amount is \_\_\_\_\_. \_\_\_\_\_ (initial).
  1. Arrangements can be made with the HCHS bookkeeper to pay these expenses. \_\_\_\_\_ (initial).
6. If my child withdraws from this course, he/she will not be able to take another college course in the same discipline. \_\_\_\_\_ (initial)
7. If my child withdraws from two or more courses, he/she will no longer be eligible to take dual credit courses through Hampton County High School. \_\_\_\_\_ (initial)
8. If my child is withdrawn from the course because of academic dishonesty, I will be required to pay all costs HCHS or HCSD has paid for my child to take this course and these expenses **will not be** discounted. Furthermore, my child will no longer be eligible to take dual credit courses through Hampton County High School \_\_\_\_\_ (initial)
9. If my child is trying to earn an Associate of Arts degree, dropping this course may require he/she go to summer school or take the course at a later time IF possible. Failure to do this will mean that your child will not earn an Associate's degree by his/her high school graduation. \_\_\_\_\_ (initial)

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Contact Number

\_\_\_\_\_  
Date

-----HCHS USE ONLY-----  
\_\_\_\_ approved

\_\_\_\_\_  
Administrative Approval

\_\_\_\_\_  
Date

\_\_\_\_ declined

**Appendix J – Secondary State Test Choice Form**  
**Hampton County High School**

115 Airport Road Varnville, South Carolina 29944  
 Tel.: (803) 943-3568 or (803) 943-4914  
 Fax: (803) 943-5036

Cassandra B. Williams  
 Principal

La Sonya Bryson-Murdaugh  
 Assistant Principal

Synetria Singleton  
 Assistant Principal

Tyrone Blackburn  
 Assistant Principal

**Parent Consent Form**  
**College Entrance Assessments**

Dear Parents or Guardians,

Your 11th grade student has the opportunity to take either the ACT® or the SAT® one time at no cost, paid for by the state. The ACT and the SAT are college entrance exams used by some colleges and universities in admitting students.

Taking either test is optional. These tests will be administered during the school day. **In order for students to be best prepared to take the ACT, the student should be currently enrolled in or have completed at least three units of English (English 1 and higher); three units of mathematics (Algebra 2 and higher); two units of science (Biology 1 and Physics); and two units of social studies.** There is not a list of courses to be enrolled in or have completed before taking the SAT, but the test company recommends that students be juniors in their spring semester. These college readiness assessments should be discussed during the student's annual Individual Graduation Plan (IGP) meeting.

If your student does not take the ACT or SAT during the 11th grade, if state funds are available, the student can take one of these tests in 12th grade, at no cost, paid by the state.

**If you feel your student is prepared and want your 11th grader to take either the ACT or the SAT at no charge, please place a check mark in the box beside your choice and return this form to your student's school. If you do not want your 11th grader to take either exam, please place a check mark in the third box**

Check Only One	College Entrance Assessments
	ACT- I want my son/daughter to take the SAT for free.
	SAT- I want my son/daughter to take the ACT for free.
	We are not interested in participating in one of the tests at the time.

**\*\*If this form is not returned by the due date, the student will forfeit his/her right to take the assessment their junior year.\*\***

Student Name (Print) \_\_\_\_\_ Date \_\_\_\_\_

Parent Name (Print) \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Please return this form no later than **November 20, 2023**

## Appendix K – Grade Re-Store Form

(see R Drive or Guidance for the Full Form)

### GRADE **RE-STORE** REQUEST FORM Hampton County School District

**NOTE – This process will STORE the grade currently in the Teacher’s GRADEBOOK. The Teacher’s Gradebook must be correct prior to the form being submitted.**

NAME OF SCHOOL: \_\_\_\_\_ NAME OF STUDENT: \_\_\_\_\_

STUDENT ID NUMBER: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_

TEACHER: \_\_\_\_\_  
(PRINTED NAME) (SIGNATURE) (DATE)

TEACHER: \_\_\_\_\_  
(PRINTED NAME) (SIGNATURE) (DATE)

JUSTIFICATION FOR THE GRADE CHANGE: \_\_\_\_\_

COURSE NAME	Course Number	Section Number	ORIGINAL GRADE Currently STORED	New Grade Currently in GRADEBOOK	GRADING PERIOD(s) <small>(Q1, Q2, Q3, Q4, S1, S2, E1, E2, E3)</small>

APPROVED  DENIED  \_\_\_\_\_

**PRINCIPAL OR BUILDING ADMINISTRATOR SIGNATURE      DATE**

EXPLANATION FOR DENIAL: \_\_\_\_\_

**A COPY OF THIS FORM SHOULD BE FILED WITH THE GUIDANCE DEPARTMENT AND THE SCHOOL LEVEL POWERSCHOOL SECRETARY.**

School Level Guidance or PowerSchool Signature – I have verified the ~~PowerTeacher~~ PowerTeacher Pro Gradebook is correct as indicated above: \_\_\_\_\_

**IF APPROVED SEND A COPY OF THIS FORM TO THE DISTRICT POWERSCHOOL ADMINISTRATOR FOR PROCESSING.**

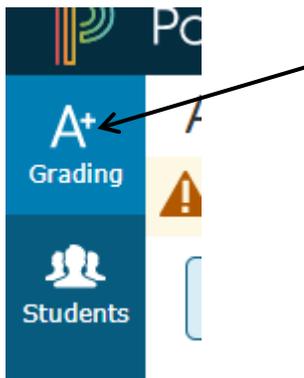
DISTRICT LEVEL PROCESSING:

PROCESSED BY: \_\_\_\_\_ ON \_\_\_\_\_

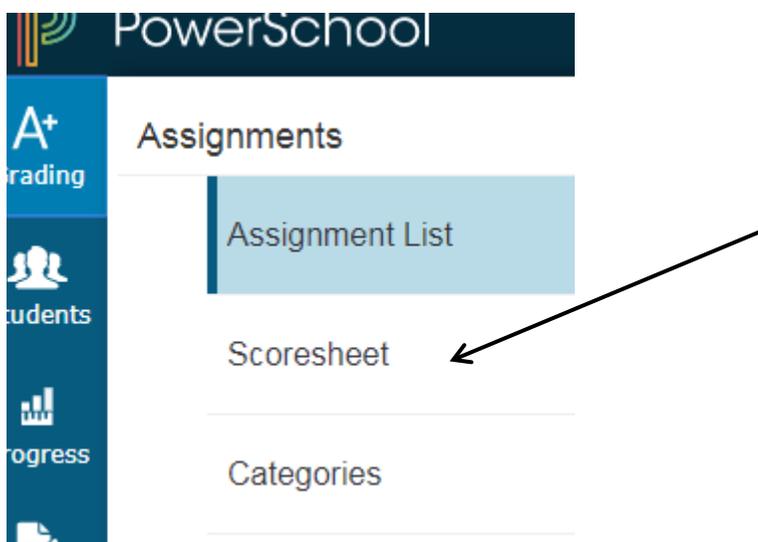
## Appendix L – Grade Recalculation

### How to recalculate Grades

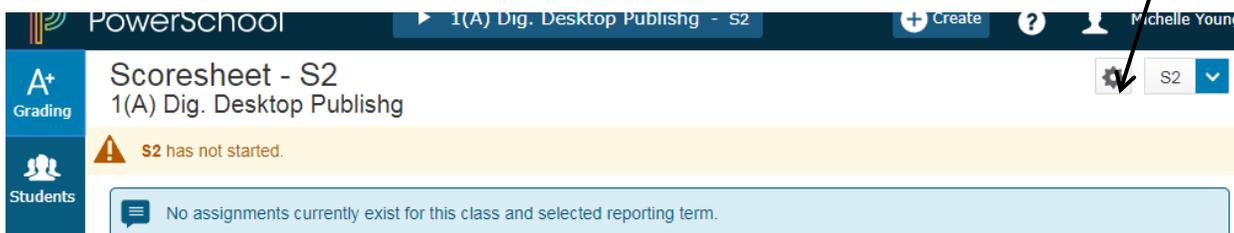
1. Click on Grading



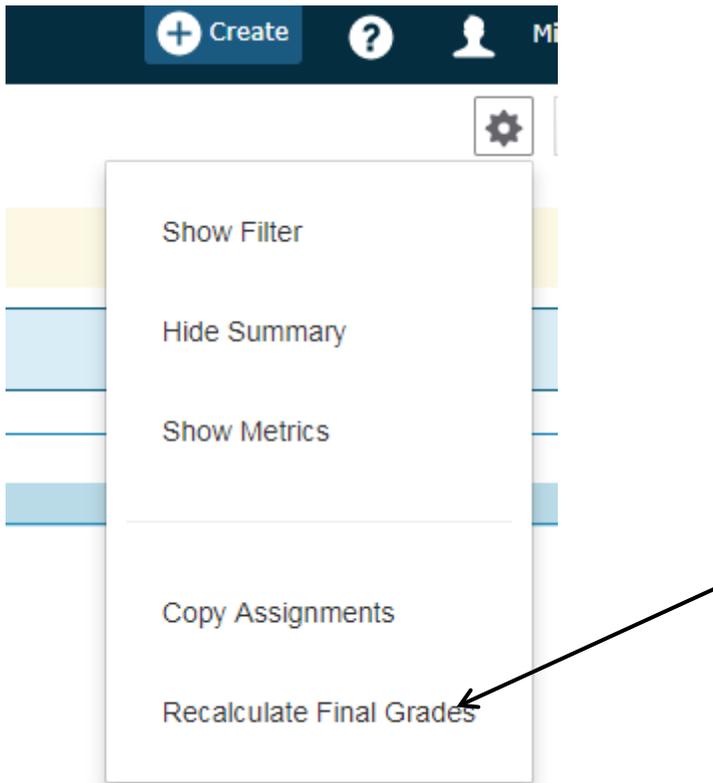
2. Choose Scoresheet under Assignments



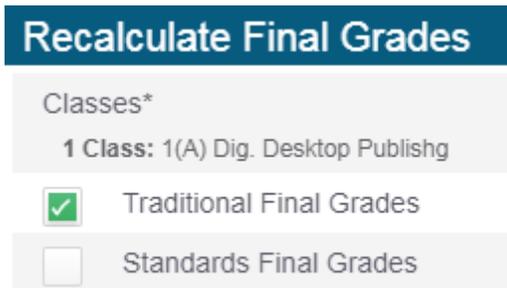
3. Then Click on the Setting on the top right side.



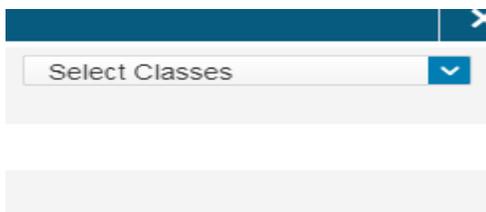
4. Choose recalculate final grades



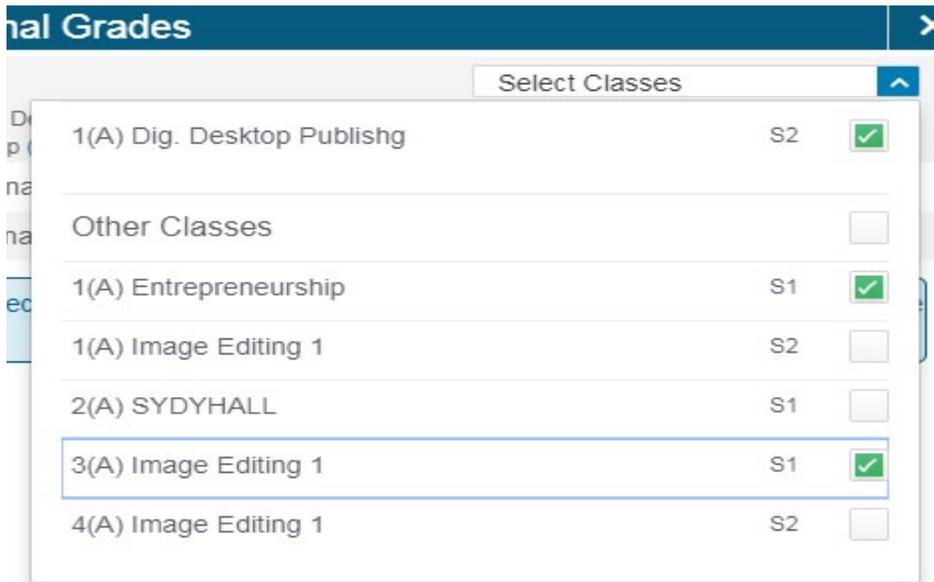
5. Choose Traditional Grades



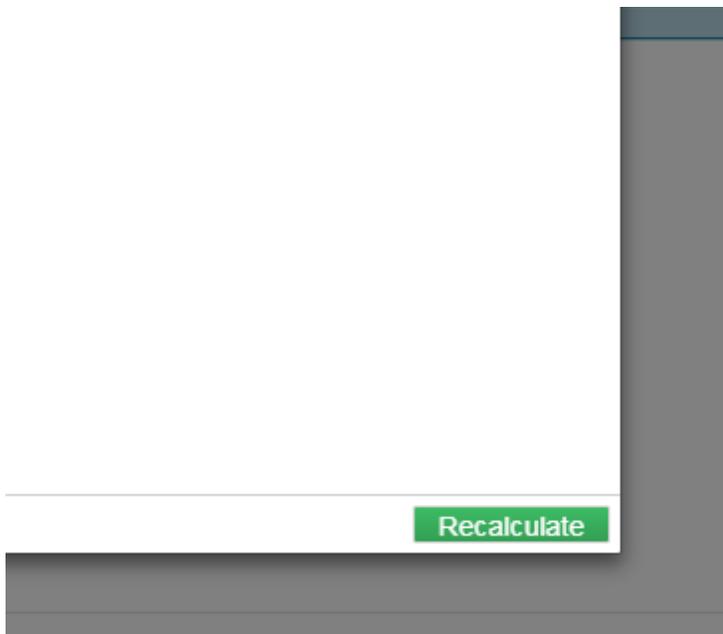
6. Choose the arrow down for Select Classes



7. Choose your S1 Classes



8. Then click on the arrow again
9. Then click on recalculate button at the bottom



10. Your Grades should have recalculated

## **Appendix M – South Carolina Uniform Grading Policy**

Content begins on the next page

# State of South Carolina

DEPARTMENT OF EDUCATION MOLLY M. SPEARMAN  
STATE SUPERINTENDENT OF EDUCATION



## South Carolina Uniform Grading Policy

South Carolina State Board of Education

May 14, 2019

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov) or call 1-800-421-3481.

## Contents

The Legislative Mandate 1

Letter Grade Equivalents 2

Courses Carrying High School Units of Credit 2

Middle Level and Junior High Schools 2

Honors Courses 3

Determining Honors Weighting 3

Transferring Courses with Honors Weight 4

Dual Credit Courses 4

Dual Credit Agreements 5

Grade Reporting 5

State Board Approved Advanced Learning Opportunities (e.g., Advanced Placement, International Baccalaureate Courses, and Advanced International Certificate of Education Courses) 5

Converting Grades on Transcripts 6

Out-of-State or Non-Public Schools 6

Pass (P)/Fail (F) Grades 6

Local Board Approved Courses 7

Auditing a Course 7

International Grades 7

Withdrawing from a Course 7

Excessive Absences (Failure due to Absences) 8

Definition 9

Rules and Procedures 9

Grades 10

Cost 10

Credit Recovery Courses with EOCEPs 11

Content Recovery 11

Definition 11

Rules and Procedures 11

Grades 11

Cost 11

## The Legislative Mandate

S.C. Code Ann. § 59-5-68 (2004) reads as follows:

The General Assembly finds that given the fact the State provides substantial financial academic assistance to students of the State based on cumulative grade point averages and districts currently use a variety of grading scales, it is in the best interest of the students of South Carolina for a uniform grading scale to be developed and adopted by the State Board of Education to be implemented in all public schools of the State.

Therefore, the State Board of Education is directed to establish a task force comprised of superintendents, principals, teachers, and representatives of school boards and higher education no later than June 30, 1999. The task force shall make recommendations to the board including, but not limited to, the following: consistent numerical breaks for letter grades; consideration of standards to define an honors course; appropriate weighting of courses; and determination of courses and weightings to be used in the calculation of class rank. The task force shall report its findings to the State Board of Education no later than December 1, 1999. The State Board of Education shall then adopt, and school districts of the State shall begin using the adopted grading scale no later than the 2000–2001 school year.

The State Board of Education (SBE) adopted a Uniform Grading Policy (UGP) 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 2000–01 school year, was revised in 2007, 2016 (ten- point scale), and 2017. The particulars of the state's revised Uniform Grading Policy are set forth in the pages that follow here.

The SBE authorizes the South Carolina Department of Education (SCDE) to amend the UGP administrative procedures, as the SCDE deems appropriate.

## Letter Grade Equivalents

\*After 2016, the SC Grading Scale is as follows:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

WF= 50

FA= 50

P= no value WP= no value AU= no value NP= no value

\*Prior to 2016, the SC Grading Scale was as follows:

A= 93-100

B= 85-92

C= 77-84

D= 70-76

F= 0-69

FA= 61

WF= 61

WP= no value

Please see the UGP Administrative Procedures for tables converting numerical average and letter grades to College Prep, Honors, and Extended Quality Point weightings.

## Courses Carrying High School Units of Credit

The uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying high school units of credit; including units earned at the middle or junior high school levels.

### *Middle Level and Junior High Schools*

S.C. Regulation 43-232.I.B permits high school credit for middle school students as follows:

When approved by the principal and the parents, a student promoted to the seventh or eighth grade may take units of ninth grade or higher work for high school credit. The high school courses offered must be limited to courses that are currently in the 9–12 section of the *Activity Coding System for the Student Information System*, with the exception of physical education and health education courses. It is expected that students taking courses for high school credit have been taught and have mastered the middle

school level standards prior to taking the courses for high school credit. The number of high school credits permitted at the middle school or junior high school level must be determined by the local school district.

Courses receiving high school credit must be legitimate high school courses from the state *Activity Coding System* manual and must reflect full coverage of the standards associated with the high school course. A middle school may not use middle school courses with middle school standards to count for high school credit. It is expected that students taking courses for high school credit have been taught and have mastered the middle school level standards prior to taking the courses for high school credit. All courses for which a middle school student has received high school credit from an accredited public school (both in and out of district), will transfer with the student and must be transcribed to conform with the South Carolina UGP.

## Honors Courses

Honors courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for students exhibiting superior abilities in the particular content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making and inductive and deductive reasoning. The goal of the UGP as to honors courses is to be rigorous and uniform while allowing for local decision-making.

### *Determining Honors Weighting*

Beginning in 2017–18, all new courses that are assigned honors, weighting must meet the criteria in the *SC Honors Framework*. Previous courses approved for honors weighting before 2017–18 may be re-examined with the *SC Honors Framework* criteria per local decision. The district should retain evidence that all honors courses meet the criteria of the *SC Honors Framework* and provide such evidence as requested by the South Carolina Department of Education (SCDE). No Physical Education 1 course or course that can be substituted for PE 1 (including Marching Band, ROTC, or any other course that may be approved in the future for PE 1) is eligible to receive honors weight.

Students taking courses for high school credit in the middle school or junior high school grade levels may receive honors weighting when calculating the high school GPA. If so, evidence must be retained by the district and presented to the SCDE upon request that these courses meet the criteria of the *SC Honors Framework* to ensure rigor and comparability across the state.

To receive honors weighting, local-board-approved honors courses must be developed and evaluated using the *SC Honors Framework*. It is the role of the local board to ensure that all elements in the framework are adhered to when the course is taken for initial board approval. The district should retain evidence that the honors course framework was applied to the development of the course. Courses (and supporting evidence) may be audited by the SCDE in the desk audit and full accreditation audit cycles.

School districts may designate honors courses and give the assigned weighting under the following conditions:

There must be evidence that the honors-level course represents extension, acceleration, and enrichment of the South Carolina College Preparatory (CP) level course study. Curriculum should indicate depth in rigor, complexity, challenges, and creativity beyond the CP level course as outlined in the *Profile of the South Carolina Graduate*.

There must be evidence of appropriate differentiation in instructional practices for advanced learners that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.

There must be evidence that purposeful assessment practices align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

These conditions are further described in the [SC Honors Framework, Appendix A](#). One half of a quality point (.5) is added to the CP weighting for honors courses that have evidence of meeting the three criteria listed above.

These criteria apply to all honors courses, including those offered online and in nontraditional settings.

#### *Transferring Courses with Honors Weight*

All courses receiving honors weight from in-state and out-of-state schools (accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency recognized by the U.S. Department of Education) must be transcribed at honors weight even if the same honors course is not offered at the receiving school.

Students transferring from schools not accredited under the regulations of the appropriate board of education or by the U.S. Department of Education, including, but not limited to home school, private school, or out-of-state non-public charter school, shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school.

The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the *SC Honors Framework* criteria to evaluate such evidence. The receiving school makes the final decision on whether to award the honors weighting. The SCDE advises districts to adopt a policy for accepting units of credit from home school, private school, or out-of-state non-public charter school for consistency. Refer to Regulation 43-273.

#### 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 high school units of credit and college credit. One quality point may be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements (see SBE Regulation 43-234, Defined Program, Grades 9–12, and Regulation 43-259, Graduation

Requirements).

### *Dual Credit Agreements*

To award dual credit, districts must develop detailed agreements with partner institutions of higher education (IHEs), whether two-year or four-year colleges or technical colleges, that clearly outline the specific courses and associated procedures allowed. Students may not take college courses on their own time at an institution of higher education with the expectations that the course would be transcribed back to the high school transcript without first consulting the district to determine if the course is a part of the agreement between the high school and IHE.

### *Grade Reporting*

Permission must be granted by the student's home high school prior to the student's enrollment in a dual credit course to earn both a unit for high school credit and college credit. Students taking dual credit courses are building two transcripts: the IHE transcript and the high school transcript. For example, if a student receives a final numeric grade of 92 in a dual credit course, the final numerical average should be transcribed on the high school transcript and correlated to the high school GPA quality points associated with that numerical average. The IHE GPA quality points for the college transcript may be different for the same numerical grade in the course when the IHE rules regarding quality points on the college transcript differ.

The IHE shall provide documentation of the final grade to the high school in the form of an official/secure grade report. When possible, a numerical average of zero to 100 should be provided to the high school for the purpose of recording a final grade for the high school transcript. If the numeric grade is not possible, the UGP conversion rule for other grades will be applied. (Please see the Administrative Procedures for the UGP.)

College remediation and orientation courses may not be awarded the additional quality point above CP weighting (i.e., dual credit weight). Districts also have authority in their agreement to define other courses offered by a college that may not be articulated back to the high school transcript above CP weighting.

### *Transferring Dual Credit Courses*

Dual credit courses taken in South Carolina may earn 1.0 quality point weighting above CP pending the district's agreement with the institution of higher education. All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied on the transcript in the receiving South Carolina high school. A high school should NOT change the weight of a dual credit course to match South Carolina's process when they transcribe the course.

### State Board Approved Advanced Learning Opportunities

(e.g., Advanced Placement, International Baccalaureate Courses, and Advanced International Certificate of Education Courses)

The following criteria apply to all approved Advanced Learning Opportunity (ALO) courses,

including those offered online and in other nontraditional settings and those recorded on a transcript from an out-of-state school that is accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency (as specified in SBE Regulation 43-273, Transfers and Withdrawals).

Only ALO courses may be awarded a full quality point above the CP weighting. Seminar or support courses for ALOs may be weighted as honors but not as ALO courses. Quality points awarded to ALO courses cannot be changed based on participation or non-participation in an ALO standardized final examination (i.e., AP examination).

An approved ALO course that requires a minimum of 120 hours of instruction may receive one quality point of weighting per course. An ALO course that requires a minimum of 240 hours of instruction may receive one quality point of weighting per course (i.e., two weighted credits).

### Converting Grades on Transcripts

#### *Out-of-State or Non-Public Schools*

When transcripts are received from accredited out-of-state schools (or in state from accredited sources other than the public schools as defined in Regulation 43-273) 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 conversion scale effective during the year the course was completed will be used. For courses completed during school years 2015– 16 and prior, the following conversion will apply: A = 96, B = 88, C = 80, D = 73, F = 61. For courses completed in 2016–17 and after, the following conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50. 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, the grade will be recorded as a "P" on the transcript and follow the guidelines for entering the "P" on the transcript. See SBE Regulation 43-273 for additional information on transfers and withdrawals. If the transcript indicates that the student has earned a failing grade in any course in which he or she had a numerical average of 60 or above, the grade will be recorded as an "NP" on the transcript and follow the guidelines for entering the "NP" on the transcript.

#### *Pass (P)/Fail (F) Grades*

If the transcript shows 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 for the "P," an earned credit will be awarded and follow UGP Administrative Procedures for entering a "P" on the transcript. If no numerical average can be obtained from the sending institution on the "F," an "NP" will be entered on the transcript. (See Administrative Procedures for other transfer grade issues.)

### *Local Board Approved Courses*

Local board approved courses awarded in a district may be transcribed from the sending school to the receiving school by applying the course code that most closely aligns to the course (i.e., High School 101 from school A could be transcribed as a “social studies elective” in school B). High schools should refer to the *Activity Coding System Manual* for the appropriate transfer course code.

### *Auditing a Course*

Local boards may establish a policy to allow a student to audit a course and to receive a grade of AU that will have no impact on the student’s GPA. The decision to audit must be made in advance of taking the course and the student must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course must be marked for “no credit” and “not included in GPA” at the student level. Districts may develop a policy that students auditing an (ALO) course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses. Use the *Activity Coding System manual* for guidance on using course codes for auditing.

### *Non-accredited School Grades (Including Homeschool Grades)*

Students enrolling from non-public schools, which meet the accreditation definition as defined by Regulation 43-273, will have credits accepted. Districts are encouraged to establish local board policy to address a non-accredited school’s transfer grades and credits. Options for validation may include administration of district-approved assessments, examination of student work to include any supporting valid documentation, assignment of the grades “P” or “NP” to the transfer credits, or a combination of local board approved options. The district must also apply the SC Honors Framework to the evidence provided to determine if honors weight can be transferred to the public-school transcript. When a course credit coming from a homeschool has no match in the state high school *Activity Coding System manual*, an “elective transfer credit” in the content area may be awarded for that course.

### *International Grades*

The criteria for accepting international transcripts from international students are a local decision based on local policy. Where there are questions about a particular course, districts may attempt to gather as much course information from the sending school including course syllabi, standards, end of course assessment results, etc., to determine the course credits that are the best match. International students may have a course credit that is awarded at honors weight. If so, the district may review supporting evidence to justify the honors weighting. The district may also apply the SC Honors Framework to the evidence provided by the student. When a course credit coming from an international school has no match in the state *Activity Coding System manual*, an “elective transfer credit” in the content area may be awarded for that course.

Additional guidance may be obtained from the Office of Federal and State Accountability at the SCDE on an individual basis.

### *Withdrawing from a Course*

With the first day of enrollment in the course as the 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 with administrative approval will be given a WP for the course. Students who withdraw from a course after the specified time of three days for a 45-day course, five days in a 90-day course, or ten days in a 180-day course without administrative approval, shall be assigned a WF/50. The WF/50 will be calculated in the student's overall grade point average. Withdrawal limitations for distance learning, dual credit, and virtual courses will be established by local districts in conjunction with partner institutions of higher education and Virtual SC enrollment and withdrawal deadlines.

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

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 of credit but will be factored into the student's GPA as a 50.

#### *Excessive Absences (Failure due to Absences)*

As noted in Regulation 43-274 VII(B), students with absences may make up work or demonstrate proficiency as determined by the local school district. The local school board shall develop a policy on the body of evidence that is acceptable to demonstrate proficiency. If a grade of FA is assigned, it will carry no earned CP units but will be factored into the student's GPA as a 50.

#### Retaking a Course

Any student may retake a course at the same level of difficulty if the student has earned a D, P, NP, WP, FA, WF, or an F in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. Districts may extend the policy to allow students making any grade to retake any course per local board decision. A student who has taken a course for a unit of high school credit prior to the ninth-grade year may retake the course at the same difficulty level regardless of the grade he or she has earned. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. All course attempts from middle and high school will show on the transcript. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who retakes a high school credit course from middle school must complete it before

the beginning of the second year of high school or before the next sequential course (whichever comes first). A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first).

For all grade levels, all courses will remain on the transcript. However, only the highest grade will be used in figuring the student's GPA.

## Credit Recovery Courses

### *Definition*

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. The term "Credit Recovery" refers to a block of instruction that is less than the entirety of the course. Credit Recovery targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course.

### *Rules and Procedures*

Districts that provide Credit Recovery shall develop and implement a Credit Recovery board policy that includes rules, guidelines, and processes that shall be available to faculty, students, and parents/guardians. At a minimum, district policies must address the following areas:

#### Admission to and removal from the Credit Recovery Program:

Districts shall establish an application process that requires consent of parent or guardian;

Districts shall establish minimum criteria to determine eligibility for participation in the Credit Recovery Program;

Districts shall determine the number of Credit Recovery courses that a student can take at one time, in the course of a school year, or during grades nine through twelve; and

Districts shall determine the length of time for a Credit Recovery course. In general, the length of a credit recovery course should be based on the content and skills that a student needs to master. Credit Recovery courses taken during semester one or two must be completed within one academic school year. Any students taking Credit Recovery courses in a summer session must complete the coursework and receive a final grade by August 15. Those seniors who take a Credit Recovery course after the school's graduation date for the spring term will be considered summer graduates and must also complete coursework by August 15.

#### Instructional methodology used in the Credit Recovery Program:

Districts shall determine and evaluate the alignment of instructional methodology and materials used for the credit recovery (i.e., online program, VirtualSC, direct instruction, computer assisted instruction, etc.) to the state standards; and

Districts shall provide professional development for teachers and facilitators involved with the Credit Recovery Program.

#### Content and Curriculum:

Credit recovery curriculum shall be based on South Carolina standards for all courses; and

Credit recovery curriculum shall be aligned across courses within a district.

Eligible credit recovery courses shall be aligned to South Carolina Standards.

#### *Grades*

Districts are responsible for establishing specific procedures for evaluation of student progress and determining grades. For transcribing the final grade in a credit recovery course, the following procedures shall be followed.

The original failing grade will remain on the transcript as is.

A new course starting with the appropriate activity code, grades scale designation, and unit marker will be entered on the student record (i.e., 3024CRCW English 1-CR.) The new credit recovery course will be marked "CR" at the end of the course title in the student information system.

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. If a student fails the credit recovery course with a grade below a 60, the grade is entered as an "NP" and transcribed to the numerical grade value of "0" as indicated by the addition of "NP" to the grade scale chart. Thus, the credit recovery course does not impact the student's GPA.

A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.

#### *Cost*

Credit recovery courses taught through VirtualSC may be free to all students. Local board approved credit recovery programs may have a nominal fee that meets the requirements of the South Carolina statute on fees. District must keep in mind the following when making local board policy:

**§59-19-90** The [local] board of trustees shall also:

...

(8) Charge matriculation and incidental fees. Charge and collect matriculation and incidental fees from students; however, regulations or policies adopted by the board regarding charges and collections must take into account the students' ability to pay and must hold the fee to a minimum reasonable amount. Fees may not be charged to students eligible for free lunches and must be reduced pro rata for students eligible for reduced price lunches.

### *Credit Recovery Courses with EOCEPs*

Students who are enrolled in courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262. Students will be allowed to take the examination only once, at the end of the regular course duration. Students who participate in credit recovery courses will not retake the end of course examination as part of credit recovery.

## Content Recovery

### *Definition*

Content recovery is defined as a course-specific, skill-based learning opportunity for students who are still enrolled in the course with the original teacher of record assigned by the school. Content recovery allows students to retake a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved by a certified teacher as needed for student mastery of course content.

### *Rules and Procedures*

Districts that provide content recovery shall develop and implement a Content Recovery Program board policy and processes. The policy and processes shall be available to faculty, students, and parents/guardians. At a minimum, district policies must address the following areas:

#### Admission to and removal from the Content Recovery Program:

District shall establish minimum criteria to determine eligibility for participation in the Content Recovery Program;

District shall determine the number of content recovery opportunities that a student can take at one time or in the course of a school year;

District will communicate content recovery opportunities with faculty, parents, and students; and

District shall determine the length of time for content recovery. Since this opportunity occurs during the student's enrollment in the course with his/her teacher of record, conclusion of the content recovery units should occur as close to the end of the course as possible.

### *Grades*

Upon satisfactory completion of all assigned work within the time allowed, the certified teacher shall include the recovered work into the final grade to arrive at a new grade for the course based on the district's policy.

### *Cost*

Local board approved content recovery programs may have fees in accordance with state statutory requirements for matriculation and incidental fees (must take into account ability to pay, must be minimum reasonable, must not be charged to students eligible for free lunches, and must be reduced pro rata for students eligible for reduced-price lunches). S.C. Code § 59-19-90(8).

