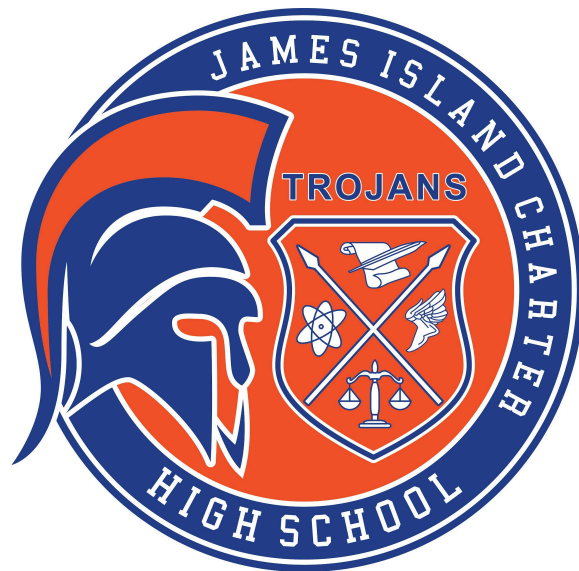


James Island Charter High School



PROGRAM OF STUDIES 2024-2025

1000 Fort Johnson Road
Charleston, SC 29412
ccsdschools.com/jichs



As of 6/6/2024

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ADMINISTRATION

Timothy Thorn, Principal

Carrie Holland, Associate Principal

Danny Maxwell, Assistant Principal
Archie Temoney, Assistant Principal

Donnia R. Shelton, Assistant Principal
Melissa Kemp, Assistant Principal

Meredith Drake, Guidance Director

Jeremy Holland, Athletic Director

Front Office	(843) 762-2754
Guidance Office	(843) 762-2758
Attendance Office	(843) 762-2759

MISSION STATEMENT & BELIEFS

The Mission of James Island Charter High School is to develop confident, responsible, life-long learners who can excel in society by creating a diverse curriculum and extracurricular experiences in a safe, enriching environment supported by faculty, parents and community.

James Island Charter High School believes:

- All students can learn.
- A safe environment will promote positive intellectual, physical and educational experiences.
- Challenging expectations increasing individual student performance.
- Teachers, administrators, parents, students and the community share the responsibility for advancing the school's mission.

It is the policy of James Island Charter High School not to discriminate on the basis of race as required by Title VI of the Civil Rights Act of 1964, on the basis of sex as required by Title IX of the 1972 Education Amendments, or on the basis of handicap as required by Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Education Act, PL 101-476 and other Civil Rights Laws.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



SOUTH CAROLINA HIGH SCHOOL DIPLOMA REQUIREMENTS

Subject	Total Credits
English	4 Credits
Mathematics	4 Credits
Science *	3 Credits
United States History	1 Credit
Economics	.5 Credit
United States Government	.5 Credit
Other Social Studies	1 Credit
Physical Education or Junior ROTC	1 Credit
Computer Science **	1 Credit
Foreign Language *** or Career & Technology Education (CTE)	1 Credit
Electives	7 (to include Comprehensive Health)
Total for HS Graduation	24 Credits

In order to receive a SC high school diploma, the student must attend the high school issuing the diploma for at least the semester immediately preceding graduation, except in the case of a bona fide change of residence to a location where the sending school will not grant the diploma. (State Regulation 43-259). Students and their parents/guardians should review the transcripts and credits earned regularly and work in partnership with their school counselor and to ensure high school diploma requirements are met.

*All students must take Biology and the Biology End-of-Course Examination in order to meet graduation requirements set by the State Board of Education.

** A unit of credit applied toward the computer science requirement may not be used to meet the mathematics requirement or the Career & Technology Education requirement.

*** The student in a College Prep program must earn one unit in a foreign language. (Most four year colleges/universities require at least two units of the same foreign language.) If a student does not plan to enter a 4 year college, then one unit in career and technology education beyond the computer science unit must be earned.

The student must complete a study of and pass an examination on the principles of the United States Constitution, the Declaration of Independence, the Federalist papers, and American institutions and ideals. This instruction shall be given for a period of at least one year or its equivalent, either within the required U.S. History course and/or within another course using a suitable text recommended by the State Superintendent of Education and approved by the State Board of Education (SBE).

**NEW SOUTH CAROLINA HIGH SCHOOL DIPLOMA REQUIREMENTS
BEGINNING WITH THE ENTERING FRESHMAN CLASS OF 2023–24**

English.....	4 credits
U.S. History.....	1 credit
Economics.....	.5 credit
Government.....	.5 credit
Other Social Studies.....	1 credit
Mathematics.....	4 credits
Sciences.....	3 credits
Computer Science.....	1 credit
Physical Education or JROTC.....	1 credit
World Language or Career and Technology Elective.....	1 credit
*Personal Finance5 credit
Electives (to include comprehensive health).....	6.5 credits
Total	24 credits

*In November 2022, the State Board of Education (SBE) approved the requirement that, beginning with the entering freshman class of 2023–24, students will be required to complete a one-half credit in financial literacy to earn a South Carolina High School Diploma.

GRADE CLASSIFICATIONS

Grade 9

In order to be classified as a ninth grade student, the individual must have met the requirements and be promoted from the 8th grade.

Grade 10

In order to be classified as a tenth grade student, the individual must have completed six (6) units to include:

- One unit in English 1
- One unit in Mathematics

Grade 11

In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include:

- One unit in English 1
- One unit in English 2
- Two units in Mathematics
- One unit in Science

Students in the third year of high school are required to take the WIN Ready 2 Work assessment and will be given an opportunity to take the ACT or the SAT.

Grade 12

In order to be classified as a twelfth grade student, the individual must have completed eighteen (18) units to include*:

- One unit in English 1
- One unit in English 2
- One unit in English 3
- Three units in Mathematics
- Two units in Science

In addition, the student must be enrolled in all other units (required and elective) needed to complete graduation requirements.

*When, based on the student's schedule, it is anticipated that a student will complete graduation requirements by the spring graduation date, the student may be placed in a senior homeroom at the beginning of the spring semester even if all of the units listed above are not completed.

COURSE LOAD

All students enrolled as regular students in Grades 9–12 at JCHS must be enrolled in a minimum number of courses or unit equivalents as follows:

Grades 9–10	8 units
Grade 11	6 units*
Grade 12	5 units**

In cases of extreme hardship, a senior may request in writing to the principal, permission for a waiver of the five–unit requirement. A pupil shall maintain membership in a minimum of 200 minutes of daily instructional time or its equivalent.

*Seniors and Juniors are eligible for Late Arrival/Early Dismissal if they meet at least one of the defined College and Career Readiness criteria. It is highly recommended that all students who opt for a Late Arrival/Early Dismissal have a minimum SCUGS GPA of 3.0 for state scholarship purposes. Student athletes must meet minimum credit earned requirements per SC High School League to be able to play a sport.

**Extended Learning Opportunities (internship, co-op or apprenticeship) may count as the fifth unit in Grade 12.

Students are automatically dismissed at the end of their last class of the day.

- Any student who has an early dismissal must leave school grounds immediately after his/her last class. Students who do not leave school grounds immediately will be assigned to study hall.
- In all cases, early dismissal will be permitted only if the student's schedule permits.
- Students requesting late arrival/early dismissal must meet certain College and Career Readiness requirements and complete a parental permission form. Forms are available in the Guidance office and should be returned to the student's administrator.

Course Numbers

Late Arrival	0415LA00
Early Dismissal	0416ED00

COLLEGE AND CAREER READINESS INDICATORS

South Carolina recognizes the value of a variety of measures for college and career readiness to achieve the Profile of the South Carolina Graduate. Students have multiple pathways to college and careers based upon their individual goals. Students should demonstrate they are “ready” for the next level (i.e. two year college, four year college or careers) by meeting any one of the measures used by the state and by not requiring remediation or significant on the job training to enter their post-secondary choice. In South Carolina, a student is considered college and career/military ready by meeting at least one or all of the marks listed below.

<p style="text-align: center;">A STUDENT IS CONSIDERED “COLLEGE READY” IF...</p> <ul style="list-style-type: none"> • Scores a composite score of 20 or higher on the ACT <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Scores a composite score of 1020 or higher on the SAT <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Scores a 3 or higher on an Advanced Placement exam in English, Mathematics, Science or Social Studies, or an AP Capstone <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Scores a 4 or higher on an IB assessment in English, Mathematics, Science or Social Studies <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Completes at least six (6) credit hours in dual enrollment courses in an English or STEM course with a grade of C or higher 	<p style="text-align: center;">A STUDENT IS CONSIDERED: “CAREER READY” IF...</p> <ul style="list-style-type: none"> • Earns a scale score of 31 on the ASVAB <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Earns a three or higher on all three Work Ready Assessments. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Is a CATE Completer and, where applicable, has earned a national industry credential that is preapproved by the SC Department of Commerce <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Completes a registered apprenticeship through Apprenticeship South Carolina <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Completes an approved work-based learning experience with a completed training agreement.
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SOUTH CAROLINA UNIFORM GRADING POLICY

South Carolina Uniform Grading Scale Conversions

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

53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

FA: Failure due to Absences

WF: Withdrawal Failing

WP: Withdrawal Passing

P: Pass

NP: Not Passed

AU: Audit

GPA is calculated as an average of quality points and is used to rank students from highest to lowest in their class. All diploma candidates will be included in the ranking. The GPA will be calculated to three decimal places. Students who tie for a rank will share that rank.

WITHDRAWING FROM A COURSE

With the first day of enrollment in the course serving as the start date, withdrawal from a course without penalty is as follows: students who withdraw from a course within the first three days of a 45-day course, within the first five days of a 90-day course, or within the first ten days of a 180-day course.

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 WF (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. 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, a FA will 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.

A request for a level change must occur by the midpoint of the course. Students are reminded that a change in course level may only occur after a level change form has been submitted and approved. This change may be impossible due to the lack of space in the course to which they wish to move or limitations in rearranging other courses in the student's schedule.

RETKING A COURSE

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

A student who has taken a course for a unit of high school credit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first). In such a case, only the highest grade will be used in figuring the student's GPA. The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course; i.e., a student may not retake Spanish 1 after having earned credit for a higher level Spanish course (Spanish 2).

AUDIT

A grade of "audit" (AU) may be given, with the approval of the principal, if a student attends a class with no expectation of receiving credit. A student who transfers to JCHS late in the semester or who wishes to review content of a course may choose to audit. The student and parent must sign a statement at the time of registration indicating that they understand that no credit will be awarded for the course. This option will be provided on a space available basis only. Students who are auditing will meet attendance requirements and complete all coursework, quizzes, and tests.

GRADE CHANGES

Grades can only be changed on a grade card, transcript, or permanent record if the official grade change form is completed. The form is filed in the student's permanent record.

Note: If a student transfers from one section to another of the same course where different weights are assigned (e.g., from Honors Algebra 2 to CP Algebra 2), the weight assigned to the grade shall be the weight for which the course is completed; partial weights cannot be assigned.

CREDIT RECOVERY

Credit Recovery is an option available to assist students who are at risk of failing to graduate due to course failure. The purpose of this program is to offer an opportunity for motivated students to recover lost credit by using an alternative instructional model. The maximum number of credit recovery classes a student can make up is 8.

Students who failed a course with a grade of 51 – 59 may participate in approved Credit Recovery programs. The Principal, or his designee, reserves the right to approve or disapprove a student's entry into Credit Recovery. Students enrolling in a Credit Recovery course must have taken any EOC exam associated with a course; however, passing the EOC is not required. Credit Recovery is for students who have met the seat time requirement (120 hours for 1 unit and 60 hours for 1/2 unit). Students who fail due absences (FA) or earned a "WF" are not eligible for credit recovery.

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

1. The original failing grade will remain on the transcript as is and calculated into the GPA.
2. A new course starting with the appropriate activity code, grade scale designation, and unit marked will be entered on the student record.
3. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as a "P" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of the "P" to the grade scale chart. Thus, the credit recovery course does not impact the student's GPA. If a student fails the credit recovery course, the failing grade is entered as an "NP" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of "NP" on the grade scale chart.
4. Please note, the NCAA may not accept Credit Recovery courses for purposes of awarding athletic scholarships/eligibility. Please visit <http://www.ncaa.org/student-athletes/future/nontraditional-courses> for the NCAA policy on "nontraditional courses".

5. A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution. There are specific guidelines for participation in the Credit Recovery courses. The Guidance Office should be contacted for more information.

Students who start a credit recovery course must complete the course within the term the course is scheduled (quarter, semester or year). At the end of that term, the student will earn a “P” pass or an “NP”, not passed. (See “Grades” under Credit Recovery about the “P” and “NP”). The credit recovery window for a student to complete a CR course is one academic year from when the student failed the original course. For example, if a student fails a course in semester 1, the window in which they must complete the credit recovery course is until the end of semester 1 the next academic year.

CONTENT RECOVERY: TBA

SUMMER SCHOOL

It shall be the policy of the Charter School Board that summer school will be an opportunity for credit recovery and enrichment. In specific cases described below, summer school courses may also be taken for acceleration. Principals will make the final decision regarding the approval or denial of a request to take a subject in summer school. Approvals should only be made in accordance with the regulations of Policy 6174; namely: With the permission of the JICHS Principal, a student shall be allowed to take a required course in summer school provided that the student:

1. has previously failed the course; or
2. has an approved accelerated education plan; or
3. has an approved education plan, into which the required subject cannot be scheduled during the regular school year; or¹⁴)
4. is able to complete all graduation requirements in the summer session.

Credit earned in summer school will be denied if prior approval by the JICHS Principal is not obtained and if it is not earned in an accredited program.

REPORT CARDS AND TRANSCRIPTS

Report cards are distributed every nine weeks. *Students are accountable for maintaining their own record of credits earned and credits needed to graduate.* Students should review their transcripts and direct their questions to the guidance office.

ATTENDANCE REGULATIONS

Attendance is required for promotion and/or credit. Students must attend at least 85 days of a 90-day course, 170 days of a 180-day course, or 42 days of a 45-day course. Students will receive an FA if they are over on their days even if the student has a failing grade. Students who exceed the approved limits for unexcused absences may not receive credit in the course. For more information on attendance regulations, see the JICHS student handbook.

COURSE REQUIREMENTS FOR SC PUBLIC FOUR-YEAR COLLEGES & UNIVERSITIES

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

English

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

Mathematics

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

Laboratory Sciences

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

World Language

Two units with a heavy emphasis on language acquisition.

Social Science

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

Fine Arts

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

Physical Education or JROTC

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

Electives

Two units: Two units must be taken as electives. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory course in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite). Notes: The South Carolina Commission on Higher Education requirements may be adjusted at a later date to reflect changes in diploma requirements.

JICHS EXAM POLICY

Students must follow the exam schedule. Exams cannot be taken earlier than scheduled. Students will not be allowed to make up final exams without a doctor or court excuse. Students will be required to remain in their classroom until the exam period ends.

Exam Exemption Policy

- Students with an average of 90 or above in a 1 whole credit course, who have no unlawful absences (no unexcused/unverified absences), qualify for final exam exemption.
- Students enrolled in courses which have a state mandated, end-of-course exam, cannot exempt state mandated exams.
- Students who were required to complete attendance make-up to receive credit in a course may not exempt that exam.
- Homebound students who miss more than 15 days may not exempt the final exam.
- Students who have three or more unexcused tardies to a class cannot exempt that exam.
- Students who have been suspended out-of-school (OSS) cannot exempt that exam.
- Students cannot exempt a $\frac{1}{2}$ credit course final exam.
- Students must have written permission from a parent or guardian to sign out from school at the end of that exam period.
- The student must have transportation home and must be off campus within five minutes of signing out. **No last minute phone calls may be made to gain permission.**

Students are required to take a final exam in all non-IB 0.5 Carnegie credit courses.

Students who sit for AP/IB exams or are enrolled in a dual credit or college credit earning course are not required to take a JICHS final exam; however, they may opt to take one if they desire to do so.

- Students who complete an official AP/IB test, are exempt from any homework or scheduled class test that may occur on the same day.
- AP students are excused from all other courses on the day of their AP exam.
- IB students who are scheduled for more than one paper (exam) of an IB exam are excused from attendance in other courses on the day they test.
- 11th & 12th grade IB and AP students who sit for an exam will be excused from all subsequent class periods for that course. Exception: AP US History students must continue to attend class and sit for the EOC, which will count as a final exam grade for that course. Students who remain on campus must report to their scheduled classes.

Students who are failing AP or IB courses should have the option of taking a JICHS final exam. Additionally, students who elect not to sit for AP or IB exams will be required to take a course final exam and will reimburse JICHS for any expenses incurred on their behalf.

South Carolina End-of-Course Examination Program

The End of Course Examination Program (EOCEP) is a statewide assessment program of end of course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. The EOCEP encourages instruction in the specific academic standards for the courses, encourages student achievement, and documents the level of students' mastery of the academic standards.

To meet federal accountability requirements, the EOCEP in mathematics, English/language arts and science will be administered to all public school students by the third year of high school, including those students as required by the federal Individuals with Disabilities Education Improvement Act (IDEA) and by Title 1 of the Elementary and Secondary Education Act (ESEA).

To earn a South Carolina high school diploma, students are required to pass a high school credit course in science, and a high school credit course in United States history in which the state's end of course examinations are administered. Currently these courses are Biology 1 (science) and United States History and Constitution (social studies).

Gateway courses in English/language arts, mathematics, science, and social studies will be defined by the State Board of Education. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses. Defined gateway courses currently include the following courses or courses with

other names and activity codes in which the same academic standards are taught: Algebra 1, Intermediate Algebra, Biology 1, English 2, and United States History and the Constitution.

GRADUATION & COMMENCEMENT EXERCISES

Students who pass all the units required for a diploma may participate in the commencement exercises held at the end of the school year. Exceptional education students who meet all the requirements of their Individual Education Plan (IEP) but have not met the requirements for the SC High School Diploma are allowed to participate in the commencement exercises and receive a certificate of achievement.

Attendance at graduation practice is mandatory. Students who fail to attend graduation practice will not be allowed to participate in commencement exercises. The school is not responsible for announcements, caps and gowns, or other graduation paraphernalia for those students who do not complete graduation requirements.

Graduation is a privilege, not a right. Students can lose this privilege for any serious breach of the code of conduct. The Principal is the final authority for all student participation in commencement exercises.

Accelerated Graduation (3 Year Plan)

Accelerated grade placement is an option for the students in Charleston County who are significantly advanced academically and developmentally compared to other children their age and who would benefit by accelerated movement through the Charleston County curriculum. Students will be successful at advanced grade levels under the following conditions:

1. The students have exhibited superior performance in the academic content of earlier grade;
2. The students are functioning on sufficiently high cognitive levels to meet the intellectual challenges of accelerated movement through school; and
3. The students have the social and emotional maturity to behave according to advanced grade-level expectations and to interact constructively with older peers.

To meet the criteria for accelerated grade placement, a student must demonstrate superior abilities in each of the following areas: academic achievement, cognitive development, and social-emotional development. Objective assessments should be collected in each area and should become part of the student's file. The acceleration decision will be based upon the collected data and upon the needs of the individual student. When a parent seeks accelerated grade placement for a student, he/she needs to complete the Request for Accelerated Graduation form and submit it by May 31st of their Sophomore year to the School Counselor for Principal signature. Students must meet the minimum SCUGS GPA of 3.0 **AND** at least one of the academic College and Career Readiness criteria (See JICHS Late In/Early Out form). This requirement must be met by the end of the first semester of their third year of high school.

Summer school courses will not be approved in the "core" academic areas for those students who have demonstrated superior academic achievement and are pursuing an accelerated program to complete diploma requirements in three years. No credit for any summer school course will be awarded without prior permission from JICHS' Principal.

Early Graduates (End Of Fall-Senior Year)

A student may opt to pursue Early Graduation and accelerate his/her high school studies to graduate at the end of the fall semester of their senior year. This process requires the student and their parent/guardian to work with their counselor by the end of the first nine weeks of their Senior year to complete the JICHS Early Graduation form and obtain the approval of the principal. Students must meet the minimum SCUGS GPA of 3.0 **AND** at least one of the academic College and Career Readiness criteria (See JICHS Late In/Early Out form). Students who have withdrawn in good standing, will be invited to participate in the June graduation ceremony.

It is important to note that any student graduating before the spring graduation will not be a part of the final class ranking. Only final May/June rankings are used to qualify for State supported scholarships (LIFE, HOPE, Palmetto Fellows.) This may affect scholarship opportunities and/or financial aid. Contact your intended college to determine the financial effect of graduating at any other time than the Spring (May/June) graduation ceremonies.

HONOR GRADUATES & CLASS RANK

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

1. Have been enrolled in the school for the entire junior and senior year
2. Have the highest cumulative GPA in the senior class after all course grades taken in the spring semester of the senior year are posted and calculated into the GPA. (Does not include TTC Maymester)

In the event two or more students tie, the students would share the honor. Only students who have received a diploma will be considered in the final class rank.

Academic Honor Award

For a student to receive an Academic Achievement Honors Award, the student must (1) complete twenty-four units of credit as prescribed; (2) meet the standard on all subtests of the Exit Examination; (3) receive a minimum grade of "B" for each semester course in grades 9–12 through the seventh semester; and (4) achieve either a score of 710 on the SAT verbal or a score of 690 on the SAT math or ACT score of 30 on English or 33 on mathematics – OR – (1) Each student shall have completed twenty-four units of high school credit; (2) be eligible for graduation with a state high school diploma; (3) have a combined score of 1400 on the SAT verbal and math sections, or an ACT composite score of 31. Of the twenty-four units earned, eighteen units must be college preparatory coursework, four units in additional electives, and two units in one or more of the following: English, science, social studies or mathematics.

College preparatory coursework includes: English [English I or above] (four units); Mathematics [Algebra I or above] (four units); laboratory science (three units); social studies [United States/ South Carolina studies, Economics/Government, and one unit of global studies/world history, global studies/world geography, or western civilization] (three units); computer science (one unit); physical education (one unit); and foreign language (two units).

CCSD Board Scholar Certificate

This certificate is awarded to graduating seniors based on GPA calculated at the end of the 3rd nine week grading period. A student must achieve a 4-year GPA of 4.25 or better on the SCUGS with no rounding.

South Carolina Seal of Biliteracy

The South Carolina Seal of Biliteracy (SoBL) is an award that recognizes Junior and Senior level students who have attained a functional level of proficiency in two languages (English and one other language) by graduation. The South Carolina SoBL serves to certify attainment of biliteracy for students, employers, and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and for engagement as a global citizen. The Office of Standards and Learning has provided a support document explaining all related guidelines for the South Carolina SoBL, as well as an application that must be used for students to earn the award. These documents are available on the South Carolina Department of Education website at

<https://ed.sc.gov/instruction/standards-learning/world-languages/instructional-resources/south-carolina-seal-of-biliteracy-overview-and-guidelines-revised-2019/>

SOUTH CAROLINA SEALS OF DISTINCTION

Seal of Distinction

Beginning with the graduating class of 2022, students will have the opportunity to earn a “Seal” based on credits earned in specific classes and test scores acquired (when applicable). These “Seals” included the Honors Seal, College Seal, and Career Seal, and “Specialization Seal” which can be earned in Military, the Arts, STEM and World Language. Students are not required to earn a “Seal of Distinction” for high school graduation purposes. *Consult District or School Curriculum Guides for more information regarding curriculum choices and requirements.

GPA will be calculated at the end of the 3rd quarter of the senior year for preliminary qualifications and again at the end of the senior year.

		<p style="text-align: center;">Career</p> <p style="text-align: center;">Seal of Distinction</p> <p style="text-align: center;">UGP GPA 2.5 or higher</p> <p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">*4 Credits</p> <p style="text-align: center;"><u>Math</u></p> <p style="text-align: center;">*4 Credits</p> <p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">*3 Credits</p> <p style="text-align: center;"><u>Social Studies</u></p> <p style="text-align: center;">*3 Credits</p> <p style="text-align: center;">And</p> <p style="text-align: center;"><u>Completion of an EEDA major or a CTE Completer</u></p> <p style="text-align: center;">And one of the following:</p> <p style="text-align: center;"><u>Earn at least 1 industry-recognized credential</u></p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;"><u>Silver or higher on WIN</u></p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;"><u>A semester-long WBL placement credit.</u></p>	<p style="text-align: center;">Specialization</p> <p style="text-align: center;">Seal of Distinction</p> <p style="text-align: center;">UGP GPA 3.0 or higher (all areas)</p> <p style="text-align: center;"><u>STEM</u></p> <p style="text-align: center;">*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</p> <p style="text-align: center;"><u>World Language</u></p> <p style="text-align: center;">*4 credits in the same language and/or minimum ACTFL Exam score of “Intermediate Low” (or an equated score on STAMP or ASL assessment); or AP exam score-3 or higher or IB exam score-4 or higher before the senior year; <u>English Learners</u> – all criteria above and Level 5 composite ACCESS test score</p> <p style="text-align: center;"><u>Military</u></p> <p style="text-align: center;">*4 credits in JROTC; and an ASVAB score of 31 or higher</p> <p style="text-align: center;"><u>Arts</u></p> <p style="text-align: center;">*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</p>
<p style="text-align: center;">Honors Seal of Distinction</p> <p style="text-align: center;">UGP GPA 3.5 or higher</p> <p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">*4 Credits - 2 at honors or higher level</p> <p style="text-align: center;"><u>Math</u></p> <p style="text-align: center;">*4 Credits</p> <p style="text-align: center;">3 at honors or higher level (Alg. 2 as a prerequisite for the 4th higher level credit)</p> <p style="text-align: center;"><u>Lab Science</u></p> <p style="text-align: center;">*3 Credits</p> <p style="text-align: center;">2 at honors or higher</p> <p style="text-align: center;"><u>Social Studies</u></p> <p style="text-align: center;">*3 Credits</p> <p style="text-align: center;">2 at the honors or higher level</p> <p style="text-align: center;"><u>World Languages</u></p> <p style="text-align: center;">*3 Credits of the same language</p> <p style="text-align: center;"><u>Advanced Coursework</u></p> <p style="text-align: center;">* 4 credits of honors or higher the last two years prior to graduate</p>	<p style="text-align: center;">College-Ready Seal of Distinction</p> <p style="text-align: center;">UGP GPA 3.0 or higher or an ACT Composite=20 or SAT 1020 Combined evidence based reading and Math</p> <p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">*4 Credits</p> <p style="text-align: center;"><u>Math</u></p> <p style="text-align: center;">*4 Credits</p> <p style="text-align: center;">Alg. 1 (or equivalent), Geometry, Alg.2 and 4th Math with Alg.2 as a prerequisite</p> <p style="text-align: center;"><u>Lab Science</u></p> <p style="text-align: center;">*3 Credits</p> <p style="text-align: center;"><u>Social Studies</u></p> <p style="text-align: center;">*3 Credits</p> <p style="text-align: center;"><u>World Language</u></p> <p style="text-align: center;">*2 Credits of the same language</p> <p style="text-align: center;"><u>Fine Arts</u></p> <p style="text-align: center;">*1 Credit</p>		

TRANSFER STUDENTS

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

When transcripts are received from accredited out of state schools or from private schools within South Carolina that do not use the South Carolina Uniform Grading Scale, the following process will be used to transfer the grades into the student's record:

If numerical grades are provided, they will be transferred as recorded and interpreted using the South Carolina Uniform Grading Scale.

If letter grades are provided, they will be translated to numerical grades as follows:

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.

When transcripts are not forwarded from the previous school due to outstanding financial obligations or other reasons, the student may be placed in the grade level and/or courses for which we have documentation.

Note: A student transferring from a High School League member school should consult www.schsl.org for rules and regulations and consult with the [Athletic Director](#).

Transfer Students from Home School

Students who transfer from approved home school associations must provide official transcripts and proof of membership from the association. Students who transfer from non-approved home school associations will be required to provide curriculum information and/or take final exams of courses attempted in order to be considered for credit.

Transfer Students From Outside of CCSD- Non-Accredited School

Any student who transfers from a non-accredited private, parochial or other type school may not receive credit for all courses taken. Transcripts will be evaluated by the receiving school's principal or designee to determine if credits will be awarded.

Transfer Course Description	Action
1. Course is from a S. C. public school (including innovative/pilot courses approved for that school)	Transfer as documented, including grade weight (e.g., honors, AP, IB).
2. Course is from an accredited private or out-of-state public school, approximates a CCSD course description and is eligible for honors weight.	Assign Power School number for approximate course; assign weight as documented on sending transcript.
3. Course is from an accredited private or out-of-state public school and approximates a CCSD course description but is NOT eligible for honors weight (e.g., French 1, Spanish 1).	Assign Power School number for approximate course; do not award honors weight.

4. Course is from an accredited private or out-of-state public school but does NOT approximate a CCSD course description (e.g., religion, Texas history).	Assign appropriate Power School number as an elective course. * Do not award honors weight.
5. Course is from a non-accredited school or home school without the benefit of an accredited organization.	At the school's discretion, you may review the syllabus, text and student work and/or you may administer the final exam for the CCSD comparable course to determine whether or not credit will be awarded. Do not award honors weight.

In all transfers, when a student is moving to the next level of instruction (e.g., transferring in French 1 and enrolling in French 2), the school may enroll the student in the higher-level course and, if the student is unsuccessful, move the student back to repeat the transferred course as an audit. The grade transferred in would remain on the student's record. Such decisions should be made only after consultation with the teacher, student, and parents.

ELIGIBILITY FOR ACTIVITIES

Interscholastic Activities

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

1. To be eligible in the first semester a student must pass a minimum of 5 Carnegie units applicable toward a high school diploma during the previous year. At least 2 units must have been passed during the second semester or summer school.
2. To be eligible during the second semester the student must meet one of the following conditions:
 - A. If the student met first semester eligibility requirements, then he or she must pass the equivalent of four $\frac{1}{2}$ units during the first semester.
 - B. If the student did not meet first semester eligibility requirements, then he or she must pass the equivalent of five $\frac{1}{2}$ units during the first semester.

Section 4 Academic Requirements

A. B.

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/she has previously received credit cannot count this course as one required for eligibility. This is considered as monitoring a course. Specific requirements for academic eligibility are mandated by state law under the Education Improvement Act (EIA). To participate in interscholastic athletic activities, students in grades 9–12 must achieve an overall passing average and either:

1. a. b. Pass at least four academic courses, including each subject that the student takes, up to four, required for graduation, or Pass a total of five academic courses. In most cases on a traditional or AB block schedule, the following example would apply

: • Final grade for full year courses and the semester grade for courses taken during the previous semester only.

In a 4 X 4 block schedule where full units or $\frac{1}{2}$ units are granted at the end of the first semester the following will apply:

- Each full unit course is valued as two courses.
- Each $\frac{1}{2}$ unit course is valued as one course.

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 and wrestling in the high school and middle school programs.

SC High School League

The South Carolina High School League has implemented academic standards for students to qualify to play sports, participate in band, or participate in other competitive activities between high schools.

A contestant must furnish the athletic director with a certified copy of his/her birth certificate.

A contestant must be under nineteen years of age. (See your principal for exceptions to this rule.)

A contestant must not participate under an assumed name.

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

A contestant must meet all academic requirements (see above.)

A contestant must satisfy eligibility requirements in the semester preceding participation.

A contestant will be ineligible at the end of the fourth school year from the time he/she first entered the ninth grade.

A contestant must have attended school at least sixty days in the semester immediately preceding the present semester.

A contestant must not practice with, nor participate on, any athletic team other than a team representing his/her school during the school season.

A contestant must live with his/her parents or legally appointed guardian and attend the high school of his/her attendance area.

NCAA Eligibility Clearinghouse

The NCAA Eligibility Clearinghouse is an organization that determines a student's eligibility for athletics participation in the first year of college enrollment. **Students who want to participate in college sports during their first year of enrollment in college must register with the clearinghouse.** For additional information, refer to the Guide for the College-Bound Student Athlete. For more details, contact the Athletic Director at 406-4080.

NCAA Initial-Eligibility Clearinghouse

301 ACT Drive

P.O. Box 4043

Iowa City, IA 52243-4043

www.eligibilitycenter.org

NAIA Eligibility

Questions regarding NAIA eligibility should be directed to the Athletic Director. Students are responsible for ensuring NAIA eligibility and should go to the website to obtain a copy of the NAIA guide for the college-bound athlete. Visit www.playnaia.org for additional details.

GUIDANCE SERVICES & PLANNING FOR COLLEGE

The Guidance Department at James Island Charter High School has students as its first priority. Counselors work with students yearly with their Individual Graduation Plan (IGP) and with personal concerns. Counselors are available to students and parents for academic, social, or career counseling. Students and parents are encouraged to maintain close contact with their counselor.

Students may obtain passes from their teachers to see a counselor. Parents may email their student's school counselor or call (843) 762-2758 during school hours to make an appointment with the counselor.

The Guidance Department is available to assist students in the college planning process throughout high school and during IGP meetings. It is important, therefore, to decide as early as possible your choices of colleges and arrange your high school program according to their admission requirements. It is the responsibility of the student to complete the college admissions application and transcript process and to request official testing agencies to send scores to colleges. Students are encouraged to visit www.sccango.org for college planning. Also, the College Board provides the AP Potential service to all students who take the PSAT. Using the access code on their printed PSAT report, students can discover their AP Potential. AP Potential identifies students who have a high probability of success of AP exams. Identified students are encouraged to register for one or more AP or IB courses. For more information, go to www.collegeboard.org/quickstart.

NATIONAL TESTING PROGRAMS

ACT

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

PSAT/NMSQT

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

SAT

The SAT is a standardized test that colleges use to evaluate students' college preparedness. It is designed to measure a student's ability to understand and process elements in three subjects: reading, writing, and mathematics. SAT scores are calculated based on a student's performance relative to other test-takers and have proven to be an indicator of college success. www.collegeboard.org.

STATE SCHOLARSHIPS

For all state awards only those students who have earned a SC High School Diploma will be included in the calculation of class rank. For more information, visit the SC Commission on Higher Education's website: www.che.sc.gov

LIFE Scholarship

To qualify for a LIFE scholarship, students must meet all of the following 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 (who meets the definition of an eligible non-citizen according to State Residency Statutes);
 - 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 recipient.
- For a LIFE Scholarship Enhancement, students must attend an eligible four-year South Carolina public or private college or university.

LIFE Scholarship

In order to qualify for the LIFE Scholarship, first-time entering freshman attending an eligible four-year institution must meet two of three of the following criteria:

1. Earn a cumulative **3.0 grade point average** (GPA) based on the SCUGS upon high school graduation. The grade point average must be reported to two decimal places (minimum) and cannot be rounded. The GPR must be calculated after official completion of courses required for graduation.
2. Score an **1100 on the SAT** or **22 on the ACT**. SAT/ACT scores will be accepted through the June administration of the high school graduation year. It is permissible to select the highest SAT Critical Reading score combined with the highest SAT Math score from different test administrations. It is also permissible to select and combine "super score" the highest ACT English, Reading, Mathematics, and Science scores from different ACT test administrations.
3. **Rank in the top 30%** of the graduating class. The ranking percentages must be reported in two decimal places (minimum) and cannot be rounded. The class rank must be based on the SCUGS. The rank must be based on all students who received their diploma during the traditional graduation ceremony typically in May/June. The graduating class cannot include any students who graduated during the summer, received a certificate, or did not graduate with a high school diploma during a given year.

First-time entering freshmen attending an eligible two-year or technical institution must earn a minimum cumulative 3.0 GPA. The standardized test score and class rank requirements are waived.

Palmetto Fellows Scholarship

Initial Eligibility Requirements for Palmetto Fellows Scholarship: For early awards, high school seniors must submit applications to the Commission on Higher Education for the Palmetto Fellows Scholarship by mid-December. Students may apply if they meet one of the following sets of academic requirements (students cannot use the early awards criteria to be eligible for the final awards):

1. Score at least 1200 on the SAT (27 on the ACT) by the November test administration, earn a minimum 3.50 cumulative GPA on the SC Uniform Grading Policy (UGP) at the end of the junior year, and rank in the top six percent of the class at the end of either the sophomore or the junior year; **OR**
2. Score at least 1400 on the SAT (31 on the ACT) by the November test administration and earn a minimum 4.00 cumulative GPA on the SC UGP at the end of the junior year.

For final awards students must submit applications to the Commission on Higher Education for the Palmetto Fellows Scholarship by mid-June. High school seniors may apply if they meet one of the following sets of academic requirements:

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

** Palmetto Fellows must not be a recipient of a LIFE or SC Hope Scholarship or Lottery Tuition Assistance **

Initial Eligibility Requirements for a LIFE Scholarship or Palmetto Fellows Scholarship

STEM Enhancement

Students who have earned a LIFE Scholarship or a Palmetto Fellows Scholarship have the opportunity to earn a STEM bonus of \$2500 a year for their sophomore, junior, and senior year of college. A student must meet ALL of the eligibility requirements for a LIFE Scholarship or the Palmetto Fellows Scholarship. In addition, to receive a STEM Scholarship Enhancement the student must be a declared math or science major by the beginning of the second academic year of college enrollment and have successfully completed a total of at least fourteen credit hours of instruction in mathematics and life and physical science courses by the end of the student's first year of enrollment in college (based on initial date of college enrollment). Approved lists of eligible majors and eligible courses to meet the fourteen credit hour course requirement for the LIFE Scholarship Enhancement are provided on the Commission's website at www.che.sc.gov.

HOPE Scholarship

This is a one-year merit-based scholarship of up to \$2,800 (including a \$300 book allowance) created for first-time entering freshmen attending a four-year institution who did not qualify for the LIFE or Palmetto Fellows Scholarship, but graduate from high school with a minimum 3.0 GPA.

Lottery Tuition Assistance

The SC Lottery Tuition Assistance Program was created to provide a supplemental resource to SC residents attending two-year public or independent institutions. Award amount: Portion of tuition

South Carolina Teaching Fellows Scholarship

Each year, the program provides fellowships to up to 200 high school seniors.

Awards: Up to \$6,000 yearly scholarship for four years, including \$300 a year for summer enrichment.

Eligibility: Written and oral application process, high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children. This scholarship is awarded through the Center for Educator Recruitment, Retention and Advancement.

SCHOOLS OF STUDY & THE IGP

EEDA Schools of Study

The South Carolina Education and Economic Development Act was enacted to assist secondary schools in organizing curricula around a career cluster system that provides students with both strong academics and real-world problem solving skills. The curriculum framework design allows for an integrated, multidimensional approach to planning that assists students in becoming successful learners for high school and beyond. The framework provides a structure for planning and communicating high expectations. In compliance with the law, James Island Charter High School has structured high school curricula around **four** of the sixteen **Schools of Study**.

- **School of Arts and Humanities**
- **School of Business and Information Systems**
- **School of Engineering, Industrial, and Environmental Technologies**
- **School of Health, Human and Public Services**

School of Health, Human, and Public Services	School of Engineering, Industrial, and Manufacturing Technologies	School of Business and Information Systems	School of Arts and Humanities
Clusters:*	Clusters:*	Clusters:*	Clusters:*
Hospitality and Tourism	Agriculture, Food and Natural Resources	Business Management and Administration	Arts, AV and Communications
Education and Training	Architecture and Construction	Finance	
Health Science	Manufacturing	Information Technology	
Human Services	Science, Technology, Engineering and Mathematics	Marketing, Sales and Services	
Law, Public Safety and Security	Transportation, Distribution and Logistics		
Government and Public Administration			

Individual Graduation Plan

An IGP is a document used to assist students and their parents in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. It can be modified over time as the student's interests and skills develop or change. The IGP is built on a student's academic record, work and general life experiences, and the results of assessments, such as career interest inventories and achievement tests. On a yearly basis, the IGP should be modified to include courses required for graduation, courses required for a specific major, electives chosen related to a specific major, and extended learning opportunities related to the major. Students will develop their first IGP in the eighth grade in preparation for the transition to high school. Following eighth grade, students will review and update their plans at least once annually with their counselors, parents, guardians, or an appointed representative. All IGPs are done electronically and are referred to as an eIGP.

Throughout high school, students should become familiar with the following: A **cluster of study** is a way to organize instruction and student experiences around occupations from entry level through professional levels. They are designed to provide a seamless transition from high school study to post-secondary study and/or the workforce. A **major** consists of the completion of **at least four required units** of challenging courses within the student's area of interest. A major is designed to enable students to focus on an area of interest that motivates them to stay in school, to be better prepared for post-secondary choices and/or the workplace, and to make a smooth transition to post-secondary education and/or the workplace.

CAREER EXPLORATION

Career exploration experiences aligned with students' Individual Graduation Plan are an important part of the high school experience. Ideally, students will have at least one work-based learning experience each year as they matriculate.

Students ready to experience one of the work-based learning opportunities listed below should first speak with a teacher, school counselor, or career specialist.

Additional information on career exploration through work-based learning is available on the CCSD Career and Technology Education webpage at CharlestonEmpowered.com. Additionally, students can request a meeting with their school's Career Specialist by completing this form: <https://charlestonempowered.com/career-specialists-meeting/>

WORK BASED LEARNING EXPERIENCES

Structured Field Study

Career exploration field trips provide a behind the scenes experience and the opportunity to meet and learn from professionals in an authentic workplace.

Job Shadowing

Job Shadowing appointments with local professionals provide the opportunity to spend "a day in the life" of a professional working in a position aligned with students' career interests. Virtual job shadowing experiences are also available.

Internships

Internships provide students an opportunity to learn about a particular industry or occupation through a structured, hands-on learning, work-based experience. Students can earn a course credit and be paid during this experience.

Youth Apprenticeships

The Charleston Regional Youth Apprenticeship Program is a nationally recognized model for connecting high school students with paid on-the-job learning and work experience along with college classes. More Info is available at https://www.tridenttech.edu/career/workforce/car_youth_apprentice.htm

Summer Career Camps

During the summer, Career Camps offer the naturally curious student an immersion into a specific occupation. The list of Summer Career Exploration Opportunities is updated annually. Please go to <http://CharlestonEmpowered.com/summer-opportunities/> for more information.

OVERVIEW OF COURSE OFFERINGS

Each school offers a comprehensive curriculum which best meets the needs of the students attending their school. Information about the high school programs and curriculum can be obtained from each school's guidance office or by viewing the Program of Studies posted on the school's website. ***Any course taken for credit outside of the traditional school setting must be approved by the Principal prior to enrollment in the course.***

College Preparatory Courses

College Preparatory (CP) is the traditional high school program for students planning to attend a two-year college, four-year college, or university following graduation from high school. Through the college preparatory program, students gain experience and knowledge that will help them become successful in college.

Students who do not plan to attend a 4 year college may meet the diploma requirements by taking a Career and Technology course and not a Foreign Language course. The High School Counseling staff will assist in course selection to ensure that all diploma requirements are met.

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. Independent projects are an integral part of the honors curriculum. Honors credit may be awarded at all levels of English, science, mathematics, and social studies but only for the 3rd or higher levels in a course sequence in other content areas, such as foreign languages and fine arts courses. Honors weighting may not be designated for Algebra 1 or for any physical education courses. One half of a quality point (.5) is added to the CP weighting for honors courses that meet the three criteria listed above. These criteria apply to all 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. Honors credit may be earned only for courses that have published syllabi that establish higher standards

Pre-IB

No classes carry the title of "Pre-IB;" however, it is important for students interested in pursuing an IB Diploma to apply to the JICHS Pre-IB Program in 9th grade, take the prescribed Pre-IB Curriculum, and work with the IB Coordinator to choose the best course sequence. JICHS strongly recommends that students complete Algebra 1 and a World Language prior to beginning the JICHS Pre-IB program.

Advanced Placement Courses

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

The following Advanced Placement courses are offered at James Island Charter High School, subject to enrollment:

AP Art Studio: 2D Design	357400AW
AP Art Studio: 3D Design	357500AW
AP Art Studio: Drawing	357200AW
AP Calculus AB	417000AW
AP Calculus BC	417200AW
AP Chemistry	327300AW
AP Computer Science Principles	477500AW
AP English Language and Composition	307100AW
AP English Literature and Composition	307000AW
AP European History	337600AW
AP Human Geography	337900AW
AP Math Prep Lab*	314900HW
AP Music Theory	357600AW
AP Physics	328200AW
AP Psychology	437100AW
AP Spanish Language and Culture	365J00IW
AP U.S. Government and Politics	337300AW
AP U.S. History	337200AW

*Seminar or support courses (labs) for AP are weighted as honors courses.

International Baccalaureate Diploma Programme

James Island Charter High School is the only high school in Charleston County authorized to offer IB Diploma courses and to present candidates for the International Baccalaureate Diploma. This programme is operated by the IBO, an international organization, which defines course curriculum, provides teacher training, and promotes an integrated curriculum with an international focus.

The IB Diploma Programme is a rigorous, two-year, comprehensive curriculum for grades 11 and 12 that seeks to prepare students for post-secondary study through courses and instructional techniques that emphasize critical thinking, effective self-expression, and application of knowledge. To earn an IB Diploma, students must successfully take one course from each of the six groups: Studies in language and literature (in English), Language Acquisition (Second Language), Individuals and Societies (Social Sciences), Sciences, Mathematics, and the Arts (or electives) and fulfill other requirements.

Most colleges award college credit to students who earn a rating of “4” out of a possible “7” on assessments for all IB HL courses. IB Diploma candidates often have advantages in competing for college admission and scholarships. Parents and students are advised to check with colleges for details. Information can also be found on the IBO public website in the University Recognition and Policy section found at <http://www.ibo.org>.

An IB Diploma candidate who does not fulfill the requirements for the award of the Diploma will receive certificates indicating the results obtained in individual subjects. Students who do not want to pursue the full IB Diploma may pursue one of the JICHS Global Pathway options and/or take individual IB courses in specific subject areas.

The student's grade for a high school Carnegie unit will be based on the teacher's course grade which will receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale. Students enrolled in an IB course must complete all class assessments and sit for the IB examinations or refund the school expenses incurred on their behalf.

JICHS offers the following IB Courses:

<u>Group 1: Studies in Language and Literature</u>	
IB Language A: Language and Literature HL-1*	301Q00IW
IB Language A: Language and Literature HL-2*	301O00IW
<u>Group 2: Language Acquisition</u>	
IB French B HL-1*	361H00IW
IB French B HL-2*	361I00IW
IB Spanish B HL-1*	365H00IW
IB Spanish B HL-2*	365I00IW
IB Spanish B SL-1	365J00IW
IB Spanish B SL-2	365G00IW
<u>Group 3: Individuals and Societies</u>	
IB Economics SL-2	335A00IW
IB Environmental Systems SL-2	326A00IW
IB Global Politics SL-2	337B00IW
IB History of the Americas HL-2*	336C00IW
IB Philosophy SL-2	338A00IW
IB Social Anthropology SL-2	338D00IW
IB US History HL-1*	336D00IW
<u>Group 4: Sciences</u>	
IB Biology HL-1*	322B00IW
IB Biology HL-2*	322C00IW
IB Chemistry SL-1	323D00IW
IB Design Technology SL-2	472A00IW
IB Environmental Systems SL-2	326A00IW
IB Physics SL-1	324D00IW
IB Sports Exercise and Health SL-2	322E00IW
<u>Group 5: Mathematics</u>	
IB Mathematics: Analysis and Approaches SL-1*	312G00IW
IB Mathematics: Analysis and Approaches SL-2*	312H00IW
IB Mathematics: Applications and Interpretations SL-1*	312C00IW
IB Mathematics: Applications and Interpretations SL-2*	312D00IW
<u>Group 6: The Arts</u>	
IB Music SL-2	356A00IW
IB Visual Arts SL-1*	351E00IW
IB Visual Arts SL-2*	351A00IW
IB Visual Arts HL-1*	351C00IW
IB Visual Arts HL-2*	351D00IW
<u>IB Core Curriculum</u>	
IB Extended Essay**	373C00HH
IB Theory of Knowledge	373A00IH
IB Theory of Knowledge II	373B00IH

*All HL as well as Math and Visual Arts SL classes involve 2 year course commitments.

**IB Extended Essay is weighted as an honors course.

JICHS Global Pathways

James Island Charter High School Global Pathways are avenues for students who wish to realize the intellectual and personal empowerment of an International Baccalaureate education while recognizing that the commitment of the full IB Diploma may not be possible for all students.

Global Pathway students are recognized at graduation and awarded scholarships for their accomplishment of engaging with rigorous coursework while cultivating their own personal, intellectual, emotional, and social development.

The requirements for completion of a JICHS Global Pathway include the following:

- Successful completion and certificate credit for a minimum of 2 IB courses
- Completion of the Global Pathway Core including
 - Meeting the JICHS Creativity, Activity, Service (CAS) requirements including completion of the final project
 - Completion of TOK I & II including submission of the TOK Essay for certificate credit
 - Completion of the Pathway Project – a 2 year research task that promotes the IB skills for self-management, collaboration, critical and creative thinking, and communication

Global Pathways options include the following:

Global STEM Pathway:

Completion of 2 courses from the IB Sciences and/or Math subject groups + Global Pathway Core

Global Humanities Pathway:

Completion of 2 courses from the IB Studies in Language & Literature, Individuals and Societies and/or Art subject groups + Global Pathway Core

Global Citizens Pathway:

Completion of 1 course from the IB Language Acquisition subject group and 1 course from the Individuals and Societies subject group + Global Pathway Core

Global Business Pathway:

Completion of IB Economics and Business Management* + Global Pathway Core
(IB Math courses can serve in place of Business Management when the course is unavailable)

Global Learner Pathway:

Completion of any 2 IB courses + Global Pathway Core

Dual Enrollment Courses (DE)

[JICHS Dual Credit Process 2024-2025](#)

A student is not fully registered for a dual credit course until all the steps on the JICHS handout are completed. Dual enrollment class requests will be changed to the corresponding honors high school course if the registration process is not completed by May 1, 2024. Students who request online TTC courses must register for those classes through TTC. Students must submit their course schedule to their School Counselor so the course(s) can be added to their JICHS schedule in PowerSchool. Students will not receive high school credit for the dual credit course if it is not listed on their high school schedule prior to the beginning of the course.

Dual Enrollment courses, whether they are taken at the high school where the student is enrolled or at a post-secondary institution, are those courses for which the student has been granted permission to earn both Carnegie units (high school) and college credit. Students must have prior permission from the principal or

designee to enroll for dual credit and meet the requirements specified by the college. Students are responsible for verifying any college or university's acceptance of credits earned as dual credit. Enrollment in a dual credit course does not guarantee college or university acceptance. Some dual credit courses will be offered on the James Island Charter High School campus through a special arrangement with Trident Technical College. Only courses applicable to baccalaureate or associate degrees offered by accredited institutions in South Carolina may be accepted for dual credit. Tuition, books and other college course fees shall be at the expense of the student or his or her parents or legal guardians. Lottery tuition scholarships may be available which could pay some portion of the tuition for students enrolled in six or more college hours at Trident Technical College. A three hour college course shall transfer as a 1.0 Carnegie unit at the high school. These courses receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale. Forms for permission to enroll in college courses for dual credit are available in the Guidance Office.

These are typical dual enrollment courses that James Island students take:

DE American Government (PSC-201)	333100EW
DE Art History and Appreciation (ART 101)	352000EW
DE College Algebra (MAT-110)	413300EW
DE College Trigonometry (MAT- 111)	413400EW
DE Educational Psychology (EDUC 202)*	932500EW
DE English 101	301500EW
DE English 102	301600EW
DE Macroeconomics (ECO 210)	335700EW
DE Probability & Statistics (MAT-120)	414300EW
DE Teacher Cadet: Experiencing Education (EDUC 101)*	373500EW

*The Dual Enrollment Teacher Cadet and Educational Psychology courses offer transferable credit from the College of Charleston.

Teacher Cadet / Educational Psychology

The Teacher Cadet and Educational Psychology Programs are college level dual enrollment courses intended for students interested in the education profession. The primary goal of the program is to encourage academically talented, high-achieving, high school students with exemplary interpersonal and leadership skills to consider teaching as a career. Opportunities are provided for students to gain factual information about teaching as a profession as well as to observe and experience teaching activities in various school settings. Students who successfully complete the course will receive transferable college credit through the College of Charleston. Students are responsible for verifying any college's acceptance of credits earned for Teacher Cadet and Educational Psychology..

DE Teacher Cadet: Experiencing Education (EDUC 101)	373500EW
DE Educational Psychology (EDUC 202)	932500EW

South Carolina Virtual School Courses

The VirtualSC Program is an effective online learning opportunity. Enrollment in the VirtualSC Program must be approved by the Principal and counselor PRIOR to enrollment. To begin the application process, the student should contact the school's guidance counselor. Online learning is not necessarily easier than the traditional educational process. In fact, many students say that it requires more time and commitment than traditional coursework. It is strongly recommended that students participate in traditional courses when they are available at the school site.

Additional information, if enrolling in a virtual course via the South Carolina Virtual High School Program, can be obtained by visiting <https://virtualsc.org/>.

All virtual school courses not taken through an approved program at the home school must be taken through the Virtual SC Program.

EXCEPTIONAL CHILDREN: SPECIAL EDUCATION

James Island Charter High School is committed to providing a free and appropriate public education for all students with disabilities. Students with disabilities who attain the same competencies required of non-disabled students receive a State High School Diploma. When a student's disabling condition adversely impacts his or her ability to earn a South Carolina State High School Diploma, the IEP team determines the most appropriate graduation options based upon student needs and impact of the disability.

All special education students participate in state and district assessments except for those students who are recommended to take an alternate assessment. All tests are on grade level and are not based on IEP objectives.

State High School Diploma

Most students with disabilities follow the regular JICHS curriculum and work toward a State High School Diploma earning a total of 24 Carnegie units. Some students with disabilities may be provided with appropriate accommodations to assist with meeting the requirements, i.e., pacing, differentiated methods, supplemental materials, and accommodated assessment procedures.

Inclusion Model

Most students with disabilities follow the regular CCSD curriculum and work toward a State High School Diploma earning a total of 24 Carnegie units. Some students with disabilities may be provided with appropriate accommodations to assist with meeting the requirements, i.e., pacing, differentiated methods, supplemental materials, and alternate assessment procedures.

Resource Pull Out Model

Resource courses are designed to address the individual academic and social needs of students with disabilities as specified on the IEP as well as the identification of appropriate accommodations and instructional strategies to support academic and social success in the general education environment. Students may earn up to eight (8) elective Carnegie credits in resource.

ACADEMIC SEMINAR 1:	390R21CW
ACADEMIC SEMINAR 2:	390R22CW
ACADEMIC SEMINAR 3:	390R23CW
ACADEMIC SEMINAR 4:	390R24CW
ACADEMIC SEMINAR 5:	390R34CW
ACADEMIC SEMINAR 6:	390R35CW
ACADEMIC SEMINAR 7:	390R36CW
ACADEMIC SEMINAR 8:	390R37CW

Credential Course of Study

The South Carolina High School Credential provides an opportunity for students with disabilities, who are not able to obtain a high school diploma, to acquire the skills necessary to be successful after high school. The credential provides equitable job-readiness opportunities for applicable students with disabilities throughout the state and opportunities to obtain employability skills to increase the student's ability to obtain paid work after high school. This option applies to students that entered 9th grade in the 2018/2019 school year.

Occupational Course of Study

The CCSD/JICHS Occupational Course of Study for Students with Disabilities is a locally sanctioned exit option for students with mild to moderate disabilities who are not able to earn 24 Carnegie units. Program requirements include a functional curriculum focused on employability, self advocacy and basic skills needed to meet the demands of the 21st century workplace. This option applies to students that entered 9th grade in 2017/2018 school year.

Certificate of Completion

This exit option pertains to students whose disabling condition prevents them from meeting the

requirements for a South Carolina High School Diploma, a South Carolina High School Credential or the Occupational Course of Study. To complete this exit option, students must complete four years of high school.

State High School Diploma & the SC Credential

Most students with disabilities are able to earn a State high school diploma. Given the varying levels of student achievement, some students are unable to complete this required high school coursework. As a result, the State Board of Education, through the Department of Education and in collaboration with the Department of Vocational Rehabilitation, the Department of Employment and Workforce, businesses, and stakeholders, have developed criteria for a uniform state-recognized employability credential for rising 9th grade students (2018–2019) and beyond that is aligned to the program of study for students with a disability whose Individualized Education Program (IEP) team determines, and agrees in writing, that a diploma pathway would not provide a free appropriate public education (FAPE). This program of study is an alternative option for students with disabilities who meet criteria of eligibility and whose IEP team has determined most appropriate.

The SC High School Credential will provide a course of study designed to equip students with skills, knowledge, and work ethic needed to succeed in today's job market. This program of study is not a SC High School Diploma. It is not for all students with disabilities. It is a career-based educational program aligned with the Profile of the SC Graduate. Students must complete 24 units of coursework, a career portfolio that includes a multimedia presentation project, work readiness assessment results that demonstrate the student is ready for competitive employment, and at least 360 hours of work-based learning/training. Additional information can be found at:

<https://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/sc-employability-credential/>

The SC Credential Overview

Subject	Total Credits
English	4 Credits
Mathematics	4 Credits
Science	2 Credits
Social Studies	2 Credit
Physical Education/Health (or equivalent)	1 Credit
Technology Education	1 Credit
Employability Education	4 Credits
Electives	6 Credits

Total for Employability Credential	24 Credits
Career Portfolio	
Work Readiness Assessment	
Work Based Learning/training	360 Hours

*Based on the South Carolina EOCEP for Federal Accountability Guidance (July 2016 memorandum), ALL students (SC-Alt tested students are the exception) must have an opportunity to learn the standards associated with English 2, Biology 1, and Algebra 1 or its course equivalents (i.e., Foundations in Algebra and Intermediate Algebra) by the end of their third year in high school.

Students who have not had the opportunity to learn English 2, Biology 1, and Algebra 1 standards or its course equivalents (i.e., Foundations in Algebra and Intermediate Algebra) must be scheduled into courses in which those standards are taught and assessed. Districts and individualized education program (IEP) teams (where appropriate) should determine the best instructional method and course sequence to ensure that ALL students receive instruction in the English 1, Biology 1, and Algebra 1 standards by the end of their third year in high school.

Instruction and support from a special education teacher may be provided to students through co-teaching, academic support, and/or self-contained class models as long as delivery of standards content is facilitated by a teacher who is appropriately certified in the appropriate subjects (English, Biology, and Mathematics).

Incoming 9th Grade Information

James Island Charter High School anticipates that there will be approximately 400 ninth grade students enrolled during the 2024-2025 school year. In order to provide these students with an academic experience that will ensure academic success, all first time ninth grade students will be enrolled in classes that will help best meet their high school graduation requirements, which can include: Personal Health, Personal Finance, and PE 1.

Students who would benefit from extra support in note taking, organization, and other essential academic skills should consider applying for our selective Advancement Via Individual Determination (AVID) program in order to enroll in the AVID 1 elective course.

Academically gifted/driven students may also enroll in the JICHS International Baccalaureate Program. Interested students must apply and take Honors courses. Contact the IB Coordinator at 762-8455 for more information.

Summer Camp: JICHS offers a summer camp experience to help ease the transition from middle to high school. The camp is open to all rising 9th graders enrolled to attend James Island Charter High School for the 2024-2025 school year. The purpose of the camp is to not only introduce the freshmen students to the JICHS campus, school security, teachers, school rules and policies, expectations for classroom behavior, extracurricular school programs and to meet new friends but to also work with students, in a small group setting, on some other academic fundamentals, such as note-taking skills, goal setting, time management, study skills, and proper social media use.

The camp will be housed at JIHS. Camp dates (two-day sessions) will be announced in the spring on the application. Lunch/snacks will be provided but bus transportation will not. There is no fee to attend the camp.

IT IS HIGHLY RECOMMENDED THAT STUDENTS ATTEND CAMP.

If you have any questions, contact Ms. Holland, Associate Principal at 762-5212.

SCHEDULE CHANGES

In order to facilitate on-time graduation, ensure proper preparation for college, and/or workplace readiness counselors meet with students during pre-registration to select classes and alternates. Students should select classes appropriate for their college and/or career plans as outlined on their IGP.

Based on student course requests and alternate requests, classes are scheduled by PowerSchool, a computer program. Teachers are hired according to the needs indicated by the course requests. Students should spend time reading the course descriptions found in the Program of Studies. Students are also encouraged to talk with teachers, department heads, advisors, and their guidance counselor during the registration process.

Occasionally during the year schedule changes are necessary. All schedule changes, whether due to a scheduling error, reassigning classes, or dropping a course require a signature of the parent/guardian and approval by an administrator before a counselor can make a change. All schedule changes must be done within the first five days of the course beginning, per SCUGS policy. If a student needs a schedule change they must complete the [Course Drop/Add Request Google form](#), which will be open each semester during the drop/add window.

JCHS does not accommodate class requests based on teacher preference or time of day preference.

Protocols for drop/add for Dual Enrollment courses must be followed. See your school counselor for specifics.

COURSE DESCRIPTIONS

AVID

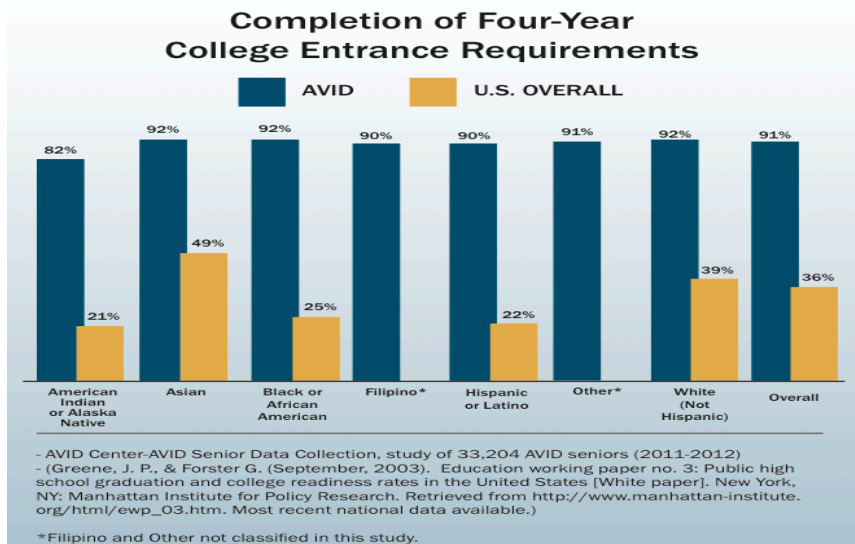
The **Advancement via Individual Determination (AVID) Program** has a simple goal: 100% acceptance into a 4-year college or university.

AVID is designed for high school students to meet the requirements for admission to four-year colleges and universities. Students will enroll in college preparatory classes and a year-long AVID elective course. In the AVID elective, students are taught the skills needed for success and also engage in tutorials. In particular, students are taught study skills, Cornell note taking, time management, and writing and research skills. Students also learn about colleges and universities (especially the application and financial aid processes) and prepare for college admissions tests such as the SAT or ACT.

Students are required to apply to the AVID Program. The process includes completing an application packet, submitting teacher recommendation forms, and sitting for an interview. Admission is determined by the school's AVID Site Team.

The profile of an AVID Student:

- 2.0–3.5 GPA (“B” / “C” student)
- Outside obstacles or factors impeding achievement
- 1st generation college-bound
- Able & motivated to complete 4-year college entrance requirements
- Motivated to enroll in honors, AP, IB, and/or dual credit courses
- Hard worker/positive
- Appropriate class behavior
- Good attendance



AVID 101
Grade 9

379998CW
1 Unit

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Additionally, students engage in activities around college and career opportunities, and exploring their own student agency. serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

AVID 201
Grade 10

379992CW
1 Unit

During the 10th grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID 301
Grade 11

379993CW
1 Unit

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students study exceptional leaders in contemporary society and examine the effect they have had on culture, politics, education, history, science, & the arts. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

AVID 401
Grade 12

379996CW
1 Unit

The AVID Elective 12th grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

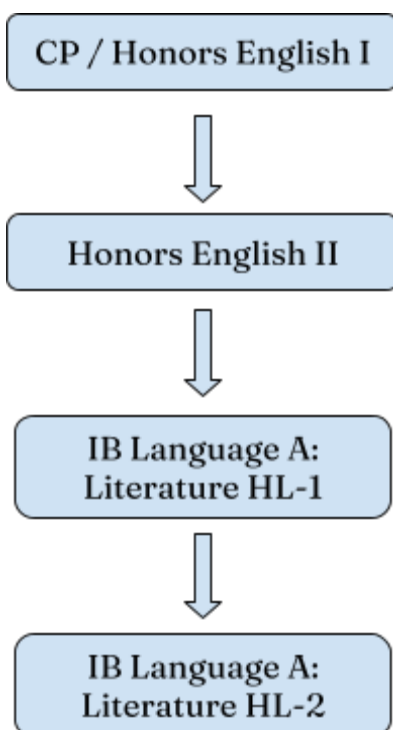
English language arts courses incorporate instruction in the four language arts: reading, writing, speaking, and listening **and are based on South Carolina’s Curriculum Standards for Reading/ English/ Language Arts**. The study of literature includes interactive reading strategies and student discussion. Writing is taught using a process approach, emphasizing progress in composing, revising, and editing; mechanics and usage skills are reinforced through composition. Increasingly, students learn new applications of the traditional four language arts as they work with multimedia technology.

SUMMER READING: All AP & IB classes include required summer reading assignments. The 2022–2023 required summer reading for each course will be available on the JCHS website by June 1st. All reading and accompanying assignments will be due on the first day of class.

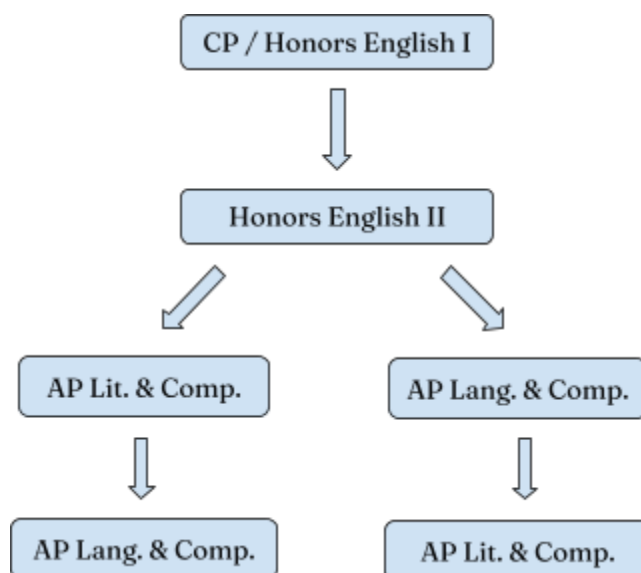
The following pathways are reflective of typical students.



English IB Pathway



English Advanced Placement Pathway



ENGLISH 1
Grade 9

302400CW
1 Unit

The course provides extensive study of composition skills, vocabulary development, and literary analysis. Course content includes writing creative, personal, and expository pieces as well as research; studying specific literary works and genres with an emphasis on structural elements and rhetorical devices; applying rules of standard mechanics and usage; and developing skills in speaking, listening, studying, test-taking, and use of technology. South Carolina state standards require critical thinking and using evidence for support. These text-dependent analyses apply the process of evidence discovery and usage as the driving component for reading exemplar text and analytical writing. The 2021–2022 summer reading selection and assignment will be available on the JICHS website. All reading and accompanying assignments will be due on the first day of class.

[Summer Reading Required](#)

ENGLISH 1 HONORS
Grade 9

302400HW
1 Unit

Recommendation: Grade 8 ELA grade of “B” or higher

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. Skills strengthened within the course content include writing (creative, expository, persuasive, research), applied grammar (mechanics and usage); literary analysis, criticism, communication, study skills, and uses of technology. It is strongly suggested that students who intend to enter this course consider the recommendation of their 8th grade teacher and review course expectations carefully before registering. South Carolina state standards require critical thinking and using evidence for support. These text-dependent analyses apply the process of evidence discovery and usage as the driving component for reading exemplar text and analytical writing. The 2021–2022 summer reading selection and assignment will be available on the JICHS website. All reading and accompanying assignments will be due on the first day of class.

[Summer Reading Required](#)

GRADE 10 ENGLISH COURSES

ENGLISH 2
Grades 9, 10

302500CW
1 Unit

Prerequisite: English 1

The course provides extensive study of composition skills, vocabulary development, and literary analysis. Course content includes writing creative, personal, and expository pieces as well as research; studying specific literary works and genres with an emphasis on structural elements and rhetorical devices; applying rules of standard mechanics and usage; and developing skills in speaking, listening, studying, test-taking, and use of technology. South Carolina state standards require critical thinking and using evidence for support. These text-dependent analyses apply the process of evidence discovery and usage as the driving component for reading exemplar text and analytical writing. Students will take an EOC Exam final and will count as 20% of their overall grade.

[Summer Reading Required](#)

ENGLISH 2 HONORS
Grades 9, 10

302500HW
1 Unit

Prerequisite: English 1
Recommendation: English 1 grade of "B" or higher

Honors English II is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. Course content includes writing creative, personal, and expository pieces as well as research; literary analysis and criticism; applying rules of standard mechanics and usage; and refining skills in speaking, listening, studying, test taking, and use of technology. South Carolina state standards require critical thinking and using evidence for support. These text-dependent analyses apply the process of evidence discovery and usage as the driving component for reading exemplar text and analytical writing. The 2021–2022 summer reading selection and assignment will be available on the JICHS website. All reading and accompanying assignments will be due on the first day of class. Students will take an EOC Exam final and will count as 20% of their overall grade.

[Summer Reading Required](#)

GRADE 11 ENGLISH COURSES

ENGLISH 3
Grade 11

302600CW
1 Unit

Prerequisite: English 2

This course is designed for students who plan to enter a post-secondary program after graduation from high school. The course provides extensive study of composition skills, vocabulary development, and literary analysis. Course content includes writing creative, personal, and expository pieces as well as a **required research essay**; studying specific literary works and genres with an emphasis on structural elements and rhetorical devices; applying rules of standard mechanics and usage; and developing skills in speaking, listening, studying, test-taking, and use of technology. South Carolina state standards require critical thinking and using evidence for support. These text-dependent analyses apply the process of evidence discovery and usage as the driving component for reading exemplar text and analytical writing. Literature instruction is a study of American writers.

[Summer Reading Required](#)

ENGLISH 3 HONORS
Grade 11

302600HW
1 Unit

Prerequisite: English 2
Recommendation: English 2 grade of "B" or higher

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. Course content includes writing creative, personal, and expository pieces as well as research; literary analysis and criticism; applying rules of standard mechanics and usage; and refining skills in speaking, listening, studying, test taking, and use of technology. South Carolina state standards require critical thinking and using evidence for support. These text-dependent analyses apply the process of evidence discovery and usage as the driving component for reading exemplar text and analytical writing. Literature instruction is a study of American writers. The 2024–2025 summer reading selection and assignment will be available on the JICHS website. All reading and accompanying assignments will be due on the first day of class.

[Summer Reading Required](#)

IB LANGUAGE A: LANGUAGE AND LITERATURE HL-1
Grade 11

301B00IW
1 Unit

Prerequisite: English 2 Honors

Language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media. The 2024–2025 summer reading selection and assignment will be available on the JICHS website. All reading and accompanying assignments will be due on the first day of class.

[Summer Reading Required](#)

AP ENGLISH LANGUAGE AND COMPOSITION
Grades 10, 11 and 12

307100AW
1 Unit

Prerequisite: English 2 Honors

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course has a summer reading requirement. The 2024–2025 summer reading selection and assignment will be available on the JICHS website by June 1st. All reading and accompanying assignments will be due on the first day of class.

[Summer Reading Required](#)

DE ENGLISH 101
Grades 11 and 12

301500EW
1 Unit; College - 3 Hours

Prerequisite: English 2 and at least one of the following: ACT – English 19, SAT –EBRW 530, or Accuplacer – Reading 237/Writing 237

This course is a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. It also reviews standard usage and presents basic research techniques. Successful completion of English 101 fulfills the English 4 requirement. This course does not have a summer reading requirement.

ADVANCED COMPOSITION –AFRICAN AMERICAN LITERATURE
Grades 11 or 12

303000CW
1 Unit

Prerequisite: English 2

The course provides extensive study of composition skills, rhetoric, vocabulary development, and literary analysis in African American Literature. This course is designed for students who wish to study the cultural influence behind the composition and literature. It explores literary themes connected to history. Additionally, it is a survey of the experiences, research, and influence on literary eras such as the Harlem Renaissance. Primary sources by minority writers and scholars will be used to introduce the latest research on the experience behind the writing. While the primary emphasis for this composition course is on African-American literature and informational text, students will also study the culture and literature of various minority populations as they pertain to the course. Readings will come from several literary genres. Students enrolled will also have hands-on experiences with the food, arts, field studies, and crafts of the culture. This course can be taken as an alternative to either English 3 or English 4 to meet high school graduation requirements.

ADVANCED COMPOSITION-CREATIVE WRITING
Grades 11 or 12

303000CW
1 Unit

Prerequisite: Creative Writing and English 2

This course is designed for students of average and above average verbal ability who are highly motivated to improve writing skills. Course requirements include journal writing, recollections, poetry, drama, and fiction. Students will be required to be self-directed on independent projects and be able to work in small groups revising and editing. The school literary magazine is the final product of the class. This course can be taken as an alternative to either English 3 or English 4 to meet high school graduation requirements.

ADVANCED COMPOSITION-YOUNG ADULT LITERATURE
Grades 11 or 12

303000CW
1 Unit

Prerequisite: English 2

This course will explore various works of YA literature that celebrate the voices, opinions, experiences, desires, and journeys of teenagers related to identity, cultural diversity, race and class, friendship, coming of age, voice and silence, technology, and a range of other social and psychological themes. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students will share responsibility for facilitating discussions of whole class texts and readings on novels and films as they build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. In addition, the course will emphasize the controversy that surrounds Young Adult Literature. This course can be taken as an alternative to either English 3 or English 4 to meet high school graduation requirements.

GRADE 12 ENGLISH COURSES

ENGLISH 4
Grade 12

302700CW
1 Unit

Prerequisite: English 3

This course is designed for students who plan to enter a post-secondary program after graduation from high school. It provides an extensive study of composition skills, vocabulary development, and literary analysis. This course continues to develop skills in inquiry-based literacy and research; critical reading of literary and informational texts; narrative, informational, and argument writing; and communication. Units emphasize challenging texts and topics at or above the level of college-readiness benchmarks. South Carolina state

standards require critical thinking and using evidence for support. These text-dependent analyses apply the process of evidence discovery and usage as the driving component for reading exemplar text and analytical writing.

[Summer Reading Required](#)

ENGLISH 4 HONORS Grade 12

**302700HW
1 Unit**

Prerequisite: English 3

Recommendation: English 3 grade of “B” or higher

This course primarily utilizes British Literature in its artistic and historic contexts from the Ninth to the Twenty-First Centuries to examine relevant thematic ideas. The course will also include a study of the academic essay culminating in the writing of research essays. South Carolina state standards require critical thinking and using evidence for support. These text-dependent analyses apply the process of evidence discovery and usage as the driving component for reading exemplar texts and analytical writing. The 2021–2022 summer reading selection and assignment will be available on the JICHS website by June 1st. All reading and accompanying assignments will be due on the first day of class.

[Summer Reading Required](#)

IB LANGUAGE A: LANGUAGE AND LITERATURE HL-2 Grade 12

**301C00IW
1 Unit**

Prerequisite: IB English A1 HL-1

This course is the second year of the IB Language A: Literature HL curriculum. The course prepares candidates for both the oral commentary and written portions of the Language A: Literature HL examination. Students develop the ability to engage in close, detailed analysis of global literary works from various genres. Close reading promotes understanding of techniques in literary criticism. Literary selections will correlate with analytical writing assignments as well as presentations and seminars. This course has a summer reading requirement. All reading and accompanying assignments will be due the first day of class. The 2021–2022 summer reading selection and assignment will be available on the JICHS website by June 1st. All reading and accompanying assignments will be due on the first day of class.

[Summer Reading Required](#)

AP ENGLISH LITERATURE AND COMPOSITION Grades 11 and 12

**307000AW
1 Unit**

Prerequisite: English 2 Honors

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The 2021–2022 summer reading selection and assignment will be available on the JICHS website by June 1st. All reading and accompanying assignments will be due on the first day of class.

Summer Reading Required

DE ENGLISH 102 **Grade 11 and 12**

301600EW
Unit 1; College – 3 Hours

Prerequisite: English 101 with a grade of 71/C or AP Language with a score of 3 or higher

This course includes the development of writing skills through logical organization, effective style, literary analysis, research and an introduction to literary genres. This course does not have a summer reading requirement.

ENGLISH DEPARTMENT ELECTIVES

AFRICAN AMERICAN STUDIES **Grades 10, 11, and 12**

339906CW
1 Unit

The course provides extensive study of African American History. This course is designed for students who wish to study the cultural influence behind civil rights, fine arts, STEM, social justice and additional themes connected to African American History. Additionally, it is a survey of the experiences, research, and influence on African American eras such as the Anti-lynching Movement and Harlem Renaissance. Primary sources and seminal documents by minority scholars will be used to introduce the latest research on the African American experience. While the primary emphasis for this course is on African-American History and African American informational text, students will study the culture and primary sources of various minority populations as they pertain to the course. Students enrolled will also have hands-on experiences with the food, arts, field studies, and crafts of the culture.

SAT PREP, VERBAL **Grades 10, 11, and 12**

401100CH
1/2 Unit

This course is for students planning to take the SAT. It covers test content, test-taking procedures and information about typical questions. Students focus on specific areas of reading comprehension, words in context and vocabulary development. Students who enroll in this course must also enroll in SAT Prep Math.

ACT PREP, ENGLISH **Grades 10, 11, and 12**

401200CH
1/2 Unit

This course is for students planning to take the ACT. It covers test content, test-taking procedures and information about typical questions. Students focus on specific areas of reading comprehension, words in context and vocabulary development. Students who enroll in this course must also enroll in ACT Prep Math.

AP CAPSTONE SEMINAR **Grades 9, 10, and 11**

473000AW
1 Unit

Prerequisite: English 1 Honors

Recommendation: To be eligible for the AP Capstone program, students should have a strong foundation in English, demonstrated through their performance in previous English courses. Anticipated IB Diploma candidates are strongly encouraged to enroll in AP Capstone Seminar in preparation for the Extended Essay.

AP Capstone is a two-year program that consists of two courses: AP Seminar and AP Research. These courses are designed to equip students with the skills necessary for rigorous research and academic work beyond their core courses. Students will engage in collaborative research projects, develop their critical thinking abilities, and enhance their communication skills. In AP Seminar, they will explore real-world topics and questions, while in AP Research, they will design, conduct, and present a year-long research project. Successful completion of both courses can lead to the AP Capstone Diploma. Students will have access to these courses primarily in grades 9, 10, and 11 based on prerequisites. [College Board Course Description](#)

NOTE:

AP Capstone Seminar will be offered 2024–2025 SY.

AP Capstone Research will be offered 2025–2026 SY.

Multilingual Learning (ESOL)
Grades 9, 10, 11, and 12

1 Unit

This course is designed for Multilingual students (formerly English for Speakers of Other Languages). This course will integrate reading, writing, listening, speaking, social skills, and provide transitional cultural support for students with limited English proficiency. Lessons are usually thematic and often parallel the curriculum in the mainstream classrooms and/or focus on topics that meet students' needs and learning styles. Students learn English through math, science, social studies and English language arts. Students enrolled in this course must qualify for services through the Multilingual Learning Program.

JOURNALISM AND STUDENT PUBLICATION COURSES

CREATIVE WRITING
Grades 9, 10, 11, and 12

303200CW
1 Unit

This course is designed for students of average and above average verbal ability who are highly motivated to improve writing skills. Course requirements include journal writing, recollections, poetry, drama, and fiction. Students will be required to be self-directed on independent projects and be able to work in small groups revising and editing. The school literary magazine is the final product of the class.

JOURNALISM 1
Grades 10, 11, and 12

305000CW
1 Unit

Prerequisite: English 1

This course is designed for students of average or above average ability who have demonstrated academic achievement in verbal skills and writing techniques. The course focuses on student-centered research and intensive reporting. Course content includes writing copy, editing copy, creating personalized websites and applying journalism techniques to news reporting. Students need to enjoy writing, interviewing, and advertising.

JOURNALISM 2
Grades 11 and 12

305100CW
1 Unit

Prerequisite: Journalism 1

The purpose of this course is to improve the student's ability to work in a professional journalistic setting. Students will work to obtain, select, edit and organize the content and layout of The Odyssey, JICHS' student newspaper. Students will work through all stages of the production process.

NEWSPAPER PRODUCTION
Grades 11 and 12

376800CW
1 Unit Each

Prerequisite: Journalism 2

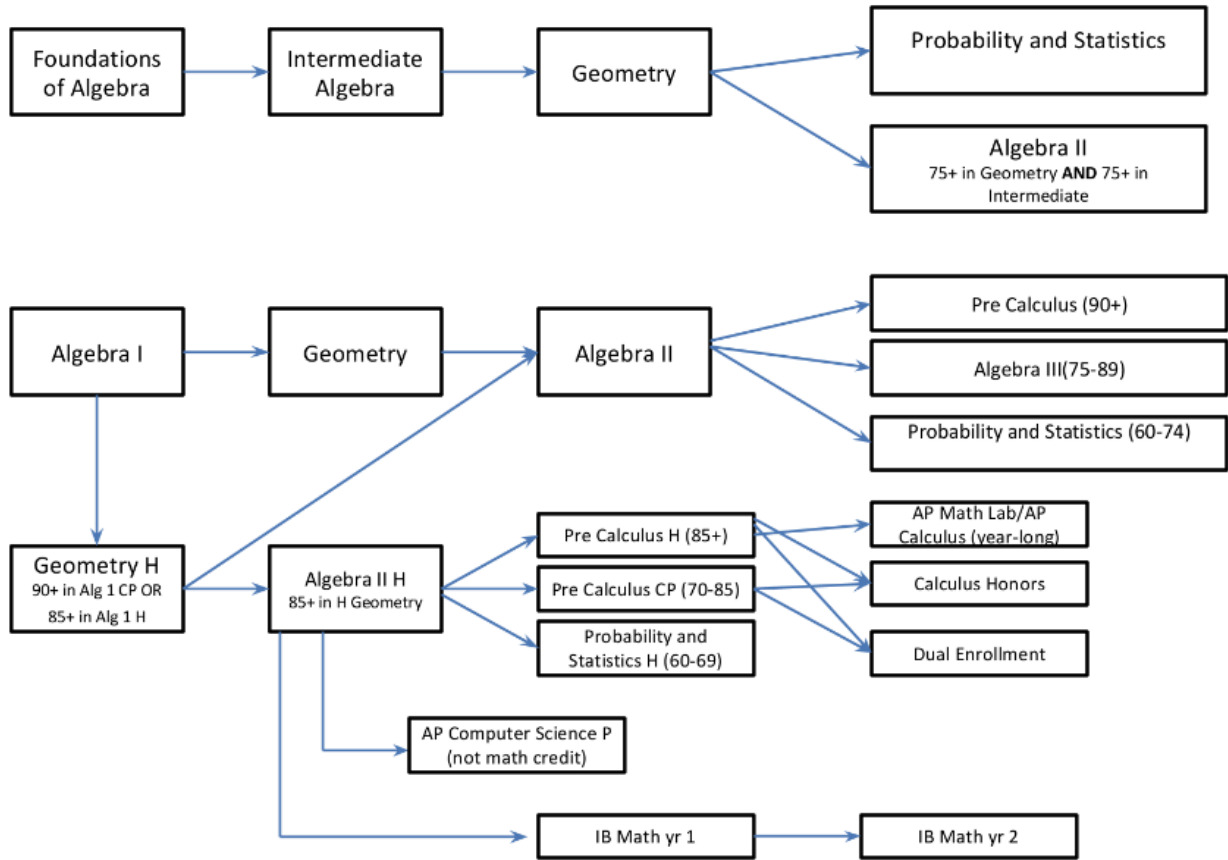
This course is designed for students actively involved in the production of a school and online newspaper. Students should be of average or above verbal ability. Teacher recommendation may be required.

MATHEMATICS

Four units of mathematics are required for graduation with a South Carolina State Diploma. The requirements for entrance to South Carolina public colleges and universities include Algebra I or its equivalent, Algebra II, and Geometry. To become mathematically literate citizens, students are encouraged to enroll in as many mathematics courses as possible.

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

The following pathways are reflective of typical students.



READY FOR HS MATH
Grades 9 and 10

314500CW
1 Unit

This course emphasizes understanding of mathematics concepts rather than just memorizing procedures. Students learn why to use a certain formula or method to solve a problem. By engaging students in real-world applications, Ready for High School Math develops critical thinking skills that students will use throughout their high school studies. <https://www.sreb.org/ready-high-school-math>

INTERMEDIATE ALGEBRA – FUNCTIONS AND MODELING
Grades 9 and 10

411700CW
1 Unit

Prerequisite: Foundations and Structures in Algebra

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

ALGEBRA 1

411400CW

Grade 9**1 Unit**

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

ALGEBRA 1 HONORS
Grade 9**411400HW**
1 Unit

Recommendation: Middle school Algebra 1 Honors or a grade of 90 or above in Math 8

Enrollment in this course is recommended for ninth grade students who successfully completed Algebra 1 Honors in the eighth grade, but wish to retake it to improve their understanding and performance. It is also recommended for those ninth grade students who earned a 90 or above in eighth grade math and have a Teacher Recommendation. According to the South Carolina Uniform Grading Policy the final grade for the ninth grade Algebra 1 Honors attempt will replace the eighth grade Algebra 1 Honors final grade. This course is designed to provide students with a strong background in algebraic concepts and processes. Topics include the concept of a variable, algebraic expressions and equations; representations of situations and number patterns with tables, graphs, verbal rules, and equations; investigation inequalities and nonlinear equations; use of matrices to solve linear systems; and applications of methods to solve a variety of real-world and mathematical problems. This course helps students develop and demonstrate an understanding of mathematical content and concepts, and apply mathematical skills. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity. A state-mandated End-of-Course Examination must be given to every student enrolled in this course. The score will count 20% of the final grade.

GEOMETRY
Grades 9, 10, and 11**412200CW**
1 Unit

Prerequisite: Algebra 1 or its equivalent

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

GEOMETRY HONORS
Grades 9, 10, and 11**412200HW**
1 Unit

Prerequisite: Algebra 1 or its equivalent
Recommendation: Algebra 1 EOC grade of 85+

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

ALGEBRA 2
Grades 9, 10, 11, and 12

411500CW
1 Unit

Prerequisite: Geometry

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

ALGEBRA 2 HONORS
Grades 9, 10, and 11

411500HW
1 Unit

Prerequisite: Geometry

Recommendation: Geometry Honors with a grade of 90+.

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

ALGEBRA 3
Grades 10, 11, and 12

411300CW
1 Unit

Prerequisite: Algebra 2 and Geometry

Algebra III is a program of mathematical studies focusing on the development of the student's ability to understand and apply the study of functions and advanced mathematical concepts to solve problems. The course will include a study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Emphasis is on active participation through modeling, technology lab activities, group activities, and communication in mathematics. Students are expected to use technology including graphing calculators, computers, and data gathering equipment.

PROBABILITY, STATISTICS, & DATA ANALYSIS
Grades 11 and 12

414100CW
1 Unit

Prerequisite: Geometry and two additional math credits.

This course may count as your fourth math credit needed for high school graduation. This is a course in which students learn fundamental principles of probability and statistics and apply these principles to data analysis. Students will utilize the skills emphasized in this course through projects, investigations, case studies, and other appropriate methods to solve a wide variety of problems from agriculture, biology, business, economics, education, psychology, engineering, medicine, sociology, and computer sciences. Students are expected to utilize scientific calculators, graphing calculators, and /or computer software throughout the year. A T183 or T184 calculator is required.

PROBABILITY, STATISTICS, & DATA ANALYSIS HONORS
Grade 12

414100HW
1 Unit

Prerequisite: Geometry and Algebra 2

This course is designed for the mathematically gifted student who possesses sufficient mathematical maturity, quantitative reasoning ability, and who expects to enroll in statistics at the college level. The course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The broad topics include exploring data, planning a study, anticipating patterns, and statistical inference.

PRE-CALCULUS
Grades 10, 11, and 12

413100CW
1 Unit

Prerequisite: Algebra 2 and Geometry
Recommendation: Algebra 2 and Geometry with grades of 90+

This course is designed for the fourth year of mathematics for students who desire reinforcement and extension of concepts from Algebra 2 and an introduction to calculus. Topics include vectors; limits; polynomial, exponential, and trigonometric functions; and analytic geometry.

PRE-CALCULUS HONORS
Grades 10, 11, and 12

413100HW
1 Unit

Prerequisites: Algebra 2 and Geometry
Recommendation: Algebra 2 Honors and Geometry Honors with grades of 85+

This course is designed to provide mathematically gifted students with an in-depth course. The topics from the college preparatory pre-calculus will be enhanced. This course is designed for the fourth year of mathematics for students who desire reinforcement and extension of concepts from Algebra 2 and an introduction to calculus. Topics include vectors; limits; polynomial, exponential, and trigonometric functions; and analytic geometry.

CALCULUS HONORS
Grades 11 and 12

413500HW
1 Unit

Prerequisite: Pre-Calculus or IB Math Analysis and Approaches SL-1

This course is appropriate for students who have completed Algebra I, Algebra 2, Geometry and Pre-Calculus (Math SL). In particular, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of various functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, etc.) and be very familiar with the Unit Circle and the values of trigonometric functions of numbers. Students wishing to earn possible college credit should also enroll in AP Calculus AB.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATIONS SL-1
Grade 11

312C00IW
1 Unit

Prerequisite: Algebra 2 Honors and Geometry Honors

The AI SL course was designed by the IB to cater for 'citizens in our future world', whereby students can harness the power of technology to solve real life practical problems. The Applications and Interpretation SL course should be considered by students who are moderate at mathematics, and

are likely to pursue courses and pathways that don't rely on mathematics after their IB Diploma Program (law, arts, etc.)

IB MATHEMATICS: APPLICATIONS AND INTERPRETATIONS SL-2
Grade 12

312D00IW
1 Unit

Prerequisite: IB Mathematics: Applications and Interpretations SL-1

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in mastering the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

IB MATHEMATICS: ANALYSIS AND APPROACHES SL-1
Grade 11

312G00IW
1 Unit

Prerequisite: Algebra 2 Honors and Geometry Honors

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. In this course, students will be introduced to pre-calculus topics including trigonometric, polynomial, exponential, logarithmic and rational functions and their applications, series and sequences, and elementary concepts of probability.

IB MATHEMATICS: ANALYSIS AND APPROACHES SL-2
Grade 12

312H00IW
1 Unit

Prerequisite: IB MATHEMATICS: ANALYSIS AND APPROACHES SL-1

Analysis and Approaches SL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. This course is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics, engineering, physics, or economics. Students are required to have a graphics calculator.

AP MATH PREP LAB
Grade 11, 12

314900HW
1 Unit

Prerequisite: A score of 560/56 on the math section of the SAT/PSAT, Precalculus Honors, or teacher recommendation

Students taking this course must register with the IB/AP Coordinator. This course is designed for the mathematically gifted student who expects to enroll in Calculus at the college level. The course will include a brief review of elementary functions, but most of the course will be devoted to the topics in differential and

integral calculus that are representative of a first semester course in college calculus. Students enrolled in this course must also enroll in AP Calculus. AP Math Prep Lab does not count as a mathematics graduation credit.

AP CALCULUS AB
Grade 11, 12

417000AW
1 Unit

Prerequisite: Either Honors Precalculus or IB Mathematics and 560/56 on the math section of the SAT/PSAT, AP Math Prep Lab or teacher recommendation

Students taking this course must register with the IB/AP Coordinator. This course is designed for the mathematically gifted student who expects to enroll in Calculus at the college level. The course will include a brief review of elementary functions, but most of the year will be devoted to the topics in differential and integral calculus that are representative of a first semester course in college calculus. Students must complete the AP Math Prep Lab before taking this class. Each student must take the AP exam for possible college credit.

AP CALCULUS BC
Grade 11, 12

417200AW
1 Unit

Prerequisite: Either Honors Precalculus or IB Mathematics and 560/56 on the math section of the SAT/PSAT, AP Math Prep Lab or teacher recommendation

Students taking this course must register with the IB/AP Coordinator. The course is designed to help students develop a conceptual understanding of college-level calculus content, as well as proficiency in the skills and practices needed for mathematical reasoning and problem solving. Students are trained to apply critical thinking, reasoning, and problem solving skills in a variety of contexts; use calculus notations and terminology appropriately; and clearly communicate their findings using mathematical evidence and justifications as well as critically interpret and accurately report information provided by technology. Students will study the limit process, the derivative and its applications, which includes topics such as optimization, related rates, average and instantaneous rates of change, and the definite and indefinite integrals as well as their applications. Additional BC topics are also covered like Polar and Parametric Functions, Advanced techniques of Integration and Series and Convergence. Concepts will be studied and reviewed thoroughly, as our emphasis is placed on preparing students for the AP Calculus BC exam.

DE COLLEGE ALGEBRA (MAT-110)
Grade 12

413300EW
1 Unit; College - 3 hours

Prerequisite: ACT - English 19/Math 22, SAT- EBRW 530/Math 600, or Accuplacer- Reading 237/Writing 237/Arith 249/QAS 255/AAS 200

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

DE COLLEGE TRIGONOMETRY (MAT- 111)
Grade 12

413400EW
1 Unit; College - 3 hours

Prerequisite: ENG-101 or ENG-102, MAT-110 with a minimum grade of C. Appropriate grade on Accuplacer through TTC.

This course includes circular functions, trigonometric identities, solution of right and oblique triangles, solution of trigonometric equations, polar coordinates, complex numbers including De Moivre's theorem, vectors, conic sections, sequences and series.

DE PROBABILITY AND STATISTICS (MAT-120)
Grade 12

414300EW
1 Unit; College – 3 hours

Prerequisite: ACT – English 19/Math 18, SAT– EBRW 530/Math 600, or Accuplacer – Reading 237/Writing 237/Arith 249/QAS 230

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

MATHEMATICS DEPARTMENT ELECTIVES

SAT PREP, MATH
Grades 10, 11, and 12

415000CH
1/2 Unit

Prerequisite: Geometry
Recommendation: Algebra 2 and Geometry

The course includes familiarization with the content of the tests and test-taking procedures. Information about typical questions is presented. Students review the application of algebra and geometry to problem-solving. The course also includes a focus on the appropriate use of calculators during the tests. Students who enroll in this course must also enroll in SAT Prep Verbal. Students may need to purchase a workbook for this course.

ACT PREP, MATH
Grades 10, 11, and 12

412500CH
1/2 Unit

Prerequisite: Geometry
Recommendation: Algebra 2 and Geometry

The course includes familiarization with the content of the tests and test-taking procedures. Information about typical questions is presented. Students review the application of algebra and geometry to problem-solving. The course also includes a focus on the appropriate use of calculators during the tests. Students who enroll in this course must also enroll in ACT Prep Verbal. Students may need to purchase a workbook for this course.

SCIENCE

The student must earn three (3) units of credit in science. The student must pass a high school credit course in science in which an end-of-course examination is administered. This course is CP or Honors Biology.

High school science, through a number of separate courses, includes instruction in the content areas of the South Carolina Science Curriculum Standards: life science, earth science, and physical science. Since the major objective of science instruction is to promote scientific thinking, the inquiry standards are integrated into all the science content areas. All science courses at JICHS are laboratory based courses with at least 20 percent of the instructional time being devoted to student-centered laboratory experiences as per Strand I: Inquiry in the South Carolina Curriculum Standards, grades 9–12. A sound grounding in science strengthens many of the skills that people need to use every day, such as solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning.

JICHS Science Department

Goal: Workforce Need: 3 Science Courses

	Path 1	Path 2
9	Integrated Science	Earth Science
10	Earth Science	CP Biology
11	CP Biology	CP Environmental Science, Bio 2 (focus in Zoology), CP Marine Science
12	Optional: Biology 2, CP Marine Science, CP Environmental Science	

Goal: 2 Year College Need: 3 Science Courses

	Path 1	Path 2
9	Earth Science	CP Biology
10	CP Biology	CP Chemistry
11	CP Chemistry	See Elective List
12	Optional: see Elective List	

Goal: 4 year college Need: Biology I, Chemistry I, & and 1 elective.

*Your choice depends on YOUR interests, YOUR college major, and YOUR math ability! It is strongly recommended that ALL students take Physics.

	Strong CP Student	Honors Student	IB/AP Student Path 1	IB/AP Student Path 2
9	CP Biology	HR Biology	HR Biology	HR Biology
10	CP Chemistry	HR Chemistry/HR Physics	HR Chemistry AND HR Physics	HR Chemistry AND HR Physics
11	CP Physics	HR Chemistry/HR Physics	HR Anatomy & Physiology, HR Forensic Science, HR Marine Science	See AP/IB Course List
12	See Elective List	See Elective List	See AP/IB Course List	See AP/IB Course List

Please note:

- *Level changes from CP to Honors should involve discussions between students, teachers and parents.
- *Teacher recommendations override the chart.
- *Discussions should be had with teachers before scheduling CP students for 2 sciences in the same sem
- *More than 2 attempts to pass a course (other than Biology) should be avoided.

Additional Courses:

Elective Courses	IB/AP Courses
CP or Honors Anatomy & Physiology CP or Honors Forensic Science CP or Honors Marine Science CP Physics (CP Alg 2) CP Environmental Science CP Biology 2 (focus in Zoology)	*AP/IB Physics SL (1 yr) AP/IB Chemistry SL (1 yr) IB Biology HL (2 yrs) *IB SEHS SL or IB ESS SL (1 yr)

*AP/IB Physics SL may be taken without taking Hon Physics for students with 90+ in Hon Alg 2
*IB Environmental & IB Sports, Exercise, and Health Science will be taught in alternating years.

Remember...You can register for TWO sciences each year!

Colleges and employers REALLY want to see that you're challenging yourself and that you're interested in LEARNING! Not that you are interested in leaving school early. 😊

INTEGRATED SCIENCE Grade 9

321000CW
1 Unit

Recommended: Enrollment in Intermediate Algebra and not successful in 8th grade math or science

This course is designed for students who have not yet mastered the foundational science and math skills required to succeed in Earth Science. Students will learn the basics of scientific inquiry to include applying mathematical concepts, utilizing academic resources, analyzing scientific vocabulary terms, and conducting basic experiments. This course counts as one of the three science courses required for high school graduation, although it does not count as a lab science course required by four-year colleges.

EARTH SCIENCE Grades 9 and 10

326500CW
1 Unit

Prerequisite: Enrollment in Algebra 1 or Intermediate Algebra

This course is an in-depth study of earth-space science concepts. The major topics are correlated with the SC Science Standards such as: energy in the Earth system, geo-chemical cycles, and the origin and evolution of the Earth system and the universe. Students will use current information from earth-space explorations. 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. Appropriate inquiry, current research, and laboratory experiences will be integrated in the course. This course counts as a physical science course towards the science requirements for admission to a four-year college or university.

EARTH SCIENCE HONORS
Grades 9 and 10

326500HW
1 Unit

Prerequisite: Enrollment in Algebra 1 or Intermediate Algebra

This course is an in-depth study of earth-space science concepts. The major topics are correlated with the SC Science Standards such as: energy in the Earth system, geo-chemical cycles, and the origin and evolution of the Earth system and the universe. Students will use current information from earth-space explorations. 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. Appropriate inquiry, current research, and laboratory experiences will be integrated in the course. The honors course exceeds course standards in rigor, complexity, challenges, and creativity. This course counts as a physical science course towards the science requirements for admission to a four-year college or university.

BIOLOGY 1
Grades 9, 10, and 11

322100CW
1 Unit

Prerequisite: Intermediate Algebra or enrollment in Algebra 1

This introductory laboratory based course is designed to provide students a sound background in life's fundamental concepts. Topics include: scientific methods, structures and functions of the cell; molecular basis of heredity; biological evolution and the diversity of life; interdependence of organisms and ecological interactions with the environment; matter, energy, and organization in living systems. 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. Activities make effective use of real world phenomena that both engage students and provide strong, impactful contexts. Three-dimensional learning integrates the disciplinary core ideas, the science practices, and the crosscutting concepts as prescribed by the NGSS. In order to better bring these different concepts together, storylines that build coherence by allowing students to make meaningful connections between traditionally isolated ideas have been created so that students can make sense of how the natural world works. For example, storylines have been written to include the phenomenon of elephant tusklessness, allowing students to not only see how this trait occurs genetically but also how elephants serve as a keystone species and how humans have acted as the selective pressure on elephant populations through poaching. The SC End of Course exam will count as 20% of the student's final grade.

BIOLOGY 1 HONORS
Grades 9, 10, and 11

322100HW
1 Unit

Prerequisite: Intermediate Algebra or enrollment in Algebra 1
Recommended: Teacher recommendation and a 90 or higher in previous science course

This advanced course will cover the same topics as Biology 1 CP, but at higher levels of complexity and depth. This course is designed as a biological survey course. In-depth study of the following topics will be included: scientific methods, molecular biology, energy, cytology, genetics, ecology, evolution, and taxonomy.

Laboratory experiments and research investigations are emphasized to provide numerous opportunities for the students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands-on lab activities. Activities make effective use of real world phenomena that both engage students and provide strong, impactful contexts. Three-dimensional learning integrates the disciplinary core ideas, the science practices, and the crosscutting concepts as prescribed by the NGSS. In order to better bring these different concepts together, storylines that build coherence by allowing students to make meaningful connections between traditionally isolated ideas have been created so that students can make sense of how the natural world works. For example, storylines have been written to include the phenomenon of elephant tusklessness, allowing students to not only see how this trait occurs genetically but also how elephants serve as a keystone species — and how humans have acted as the selective pressure on elephant populations through poaching. Students will be evaluated primarily by performance on tests and research investigations. The SC End of Course exam will count as 20% of the student's final grade.

BIOLOGY 2
Grades 10, 11, and 12

322200CW
1 Unit

Prerequisite: Biology 1

Recommended: Successful completion of Integrated Science or Earth Science

This course is a sequel to Biology 1 and will focus on the study of Zoology. Students who are planning to major in a science in college, who are interested in pursuing a workforce job in the natural sciences or students who just want to learn more about animals should take this course. Students will learn about plants (because a lot of animals eat them) and animals through the lens of thematic units. Themes in this course are focused on plants (and the animals that eat them), monarchs, birds, oysters and cows. Students will perform multiple hands-on laboratory investigations during each thematic unit. Assessments in this course will be a combination of paper-pencil and performance tasks. Instruction in this course will take advantage of our outdoor classroom and the Carolina Fence Garden spaces. Students will maintain our native plant spaces and will learn how to identify the animals that utilize these spaces. Students will apply life, earth, and physical science concepts from the South Carolina Science Standards to this course

PHYSICS
Grades 10, 11, and 12

324100CW
1 Unit

Prerequisites: Biology 1 and Algebra II or concurrent enrollment

Recommended: Chemistry; Grades of 80 or better in previous math and science courses; Strongly recommended for 11th and 12th grade students.

This first year physics course presents a conceptual and mathematical development of physics and will prepare students for college level physics. The course includes an introductory study of force and motion, mechanical energy, electricity and magnetism, mechanical and electromagnetic waves, sound, light and optics, nuclear and modern physics and thermodynamics. Students enrolled in CP Physics should have a strong interest in science. This course is designed to be practical for students planning a career in science, engineering, computer science or technology, math, or medicine. The course stresses a conceptual understanding of the basic principles of Physics and emphasizes the application of these principles in the laboratory and in the "real" world. This course is a laboratory course with a minimum of 30 percent hands-on investigation.

PHYSICS HONORS
Grades 10, 11, and 12

324100HW
1 Unit

Prerequisites: Biology 1 and Algebra II or concurrent enrollment

Recommended: Chemistry; Teacher recommendation to take this course before Chemistry. Grades of 85 or better in previous math and science courses

This physics course presents a conceptual and mathematical development of. Topics include an in-depth study of force and motion, mechanical energy, electricity and magnetism, mechanical and electromagnetic waves, sound, light and optics. This course has a strong emphasis on data analysis and problem solving. Students enrolled in Honors Physics should have a strong interest in science; possess strong math skills (geometry, trigonometry and algebra) and an innate curiosity. This course is designed to be practical for students planning an eventual college major in science, engineering, computer science or technology, math, or medicine. This course is a laboratory course with a minimum of 30 percent hands-on investigation.

FORENSIC SCIENCE
Grades 11 and 12

324500CW
1 Unit

Prerequisite: Biology 1

This course delves into the scientific and analytical processes behind criminal investigation. Students will be exposed to the legal responsibilities and ethics of the forensic scientist as well as the scientific discipline itself. Numerous labs and course content will instruct the student on the types of physical evidence, how it is collected and preserved and how it is analyzed. Law enforcement methods in crime scene processing, investigative procedures and documentation will also be included. The course will also deal with current topics in forensic science such as DNA profiling, forensic psychology and new methods of testing evidence used in law enforcement today.

FORENSIC SCIENCE HONORS
Grades 11 and 12

324500HW
1 Unit

Prerequisite: Biology 1 and Chemistry

Recommendation: Biology 1 Honors and Chemistry Honors. Grades of 85 or better in previous science and math courses

This course delves into the scientific and analytical processes behind criminal investigation. Students will be exposed to the legal responsibilities and ethics of the forensic scientist as well as the scientific discipline itself. Numerous labs and course content will instruct the student on the types of physical evidence, how it is collected and preserved and how it is analyzed. Law enforcement methods in crime scene processing, investigative procedures and documentation will also be included. The course will also deal with current topics in forensic science such as DNA profiling, forensic psychology and new methods of testing evidence used in law enforcement today.

ENVIRONMENTAL SCIENCE
Grades 10, 11, and 12

326100CW
1 Unit

Prerequisite: Biology 1

This course deals with a study of the principles of ecology and the impact of humans on the environment. Students investigate environmental concerns, plan and conduct investigations, and use problem-based learning strategies, and apply life, earth, and physical science concepts from the South Carolina Science Standards to studies of the environment.

MARINE SCIENCE
Grades 11 and 12

322500CW
1 Unit

Prerequisite: Biology 1
Recommendation: Chemistry

This course is designed to meet the needs of the student who wishes to obtain an awareness of coastal and marine systems. The course will include a study of the physical, chemical, and geological aspects of oceanography, marine biology, the coastal environment, and the interrelationships among the disciplines. Instructional strategies include: inquiry-based laboratory, including dissections, field experiences, lecture, speakers, and projects. Several projects will be required, including participation in community service events.

MARINE SCIENCE HONORS
Grades 11 and 12

322500HW
1 Unit

Prerequisite: Biology 1
Recommendation: Honors Biology 1 and Honors Chemistry. Grades of 85+ in previous science and math courses

This honors marine science course is designed to meet the needs of the student who wishes to obtain an awareness of coastal and marine systems and organisms. Students should have a strong background in Honors Biology and Honors Chemistry, as this course will build on knowledge gained from these two courses. The course will include a study of the physical, chemical, and geological aspects of oceanography, marine biology, the coastal environment, and the interrelationships among the disciplines. Instructional strategies include: inquiry-based laboratory, including dissections, field experiences, lecture, speakers, and projects. Several projects will be required, including participation in community service events.

CHEMISTRY 1
Grades 10, 11, and 12

323100CW
1 Unit

Prerequisite: Algebra 1 or its equivalent and Biology 1

This course explores major chemistry principles and builds on concepts introduced in Earth Science. Through well-designed laboratory experiences students will master concepts, use problem-solving skills, and apply them to real-world situations. Topics include: chemical safety, atomic theory, the periodic system, chemical reactions and stoichiometry, gas laws, solutions and solubility, calorimetric, acid/base chemistry, and organic chemistry. Investigative, hands-on lab activities that address the SC Inquiry Standards are an integral part of this course.

CHEMISTRY 1 HONORS
Grades 10, 11, and 12

323100HW
1 Unit

Prerequisite: Algebra 1 or its equivalent and Biology 1
Recommendation: Biology 1 Honors and Algebra 2 Honors. Grades of 85+ or better in previous science and math courses.

Honors Chemistry 1 prepares a student for college level, IB and AP Chemistry through an in-depth study of the sequential development of major principles with emphasis on a quantitative approach to problem solving and laboratory experiences. A strong math background is required for success in this course. Topics include: chemical safety, atomic theory, the periodic system, chemical reactions and stoichiometry, gas laws, solutions and solubility, calorimetry, acid/base chemistry, and organic chemistry. Investigative, hands-on lab activities that address the SC Inquiry Standards are an integral part of this course.

ANATOMY & PHYSIOLOGY
Grades 11 and 12

326300CW
1 Unit

Prerequisite: Biology 1 and Chemistry 1

This science course introduces students to human anatomy and physiology with applications to the health sciences. Students pursue an in-depth study of the relationships between structure and function as well as the biochemical and cellular aspects of human physiology. Instructive strategies include inquiry-based laboratory experiences and independent study. The techniques and modes of instruction are designed to prepare students for a college class setting. Students are strongly encouraged to take either Sports Medicine or Medical Terminology prior to or in conjunction with this course.

ANATOMY & PHYSIOLOGY HONORS
Grades 11 and 12

326300HW
1 Unit

Prerequisite: Biology 1 and Chemistry 1

Recommended: Biology 1 Honors and Chemistry. Grades of 85+ in previous science courses.

This science course introduces students to human anatomy and physiology with applications to the health sciences. Students pursue an in-depth study of the relationships between structure and function as well as the biochemical and cellular aspects of human physiology. Students wishing to pursue a career in health and/or related fields are encouraged to complete this course. Instructive strategies may include inquiry-based laboratory experiences, independent study and research on topics of student interest. The techniques and modes of instruction are designed to prepare students for a college class setting. Students are strongly encouraged to take either Sports Medicine or Medical Terminology prior to or in conjunction with this course.

IB BIOLOGY HL (Two year course)
Grades 11 and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Honors Biology and Honors Algebra 2

Recommended: Honors Chemistry and/or Honors Physics (concurrent). Grades of 85+ in previous science courses

IB Biology HL is a two credit course beginning in the 11th grade and continuing in 12th grade. It includes an in-depth study of biological principles. The course examines topics learned in Honors Biology with more breadth and depth of understanding. Major themes in biology (structure and function, universality versus diversity, equilibrium within systems, and evolution) are used to explore individual units of instruction. Instructional units include the cell, molecular and biochemical patterns of life, energy, genetics, human anatomy and physiology, botany, ecology, and evolution. Students enrolled in this course must complete year two of the course and complete all IB assessments to receive a certificate in IB Biology HL or to fulfill the requirements of the IB Diploma. An IB Group IV project will be required.

Course Numbers

IB Biology HL-1 (Year 1) 322B00IW
IB Biology HL-2 (Year 2) 322C00IW

IB CHEMISTRY SEMINAR SL-1 /AP CHEMISTRY (One-year paired courses)

See Course Numbers Below

Grades 11 and 12

1 Unit

Prerequisite: Honors Biology, Honors Chemistry and Honors Algebra 2
Recommended: Honors Physics. Grades of 85 or higher in previous science courses.

This course pairing is designed for students who plan to pursue a career in science. Emphasis is placed on a theoretical, practical, and quantitative approach to chemistry principles with extensive laboratory experimentation. Topics include atomic, kinetic, and acid–base theory, chemical equilibrium, electrochemistry and chemical thermodynamics. Students must take the advanced placement examination for possible college credit. An IB Group 4 Project will be required.

Course Numbers	
IB Chemistry SL–1	323D00IW
AP Chemistry	327300AW

IB PHYSICS SL–1 / AP PHYSICS (One–year paired courses) Grades 11 and 12

See Course Numbers Below
1 Unit Each

Prerequisites: Biology Honors and either Chemistry Honors or Physics Honors.
Recommended: Honors Physics and Grades of 85 or better in previous science and math courses. Enrollment in Precalculus Honors or IB Mathematics

This course is designed for highly motivated students who plan to pursue a career in science, engineering, premed, computer science, exercise/health science or mathematics. Emphasis is placed on a theoretical, practical, and qualitative approach to physics principles with extensive laboratory experimentation. Topics include classical mechanics, momentum, energy, heat, motion, optics, electricity, magnetism, waves, sounds, light, relativity, astrophysics, and global climate dynamics. Problem solving is executed through inquiry based laboratory activities. This course fulfills the Group 4 requirements for an IB Diploma. An IB Group 4 project will be required.

Course Numbers	
IB Physics SL–1	324D00IW
AP Physics	328200AW

IB SPORTS EXERCISE AND HEALTH SCIENCE SL–2 Grades 11 and 12

322E00IW
1 Unit

Prerequisite: Biology Honors, Algebra 2 Honors, and Chemistry or Physics
Recommended: Grades of 85 or higher in previous science and math courses.

This course involves the study of the science that underpins physical performance and provides the opportunity to apply these principles. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context. This course fulfills the Group 4 or 6 requirements of the IB Diploma. An IB Group 4 project may be required.

NOTE:

IB SPORTS EXERCISE AND HEALTH SCIENCE SL–2 will be offered during the 2024–2025 SY.

IB ENVIRONMENTAL SYSTEMS SL–2 will not be offered again until the 2025–2026 SY.
These courses are offered in alternating years.

IB DESIGN TECHNOLOGY SL-2
Grades 11 and 12

472A00IW
1 Unit

Prerequisite: Biology Honors, Algebra 2 Honors, and Chemistry or Physics
Recommended: Grades of 85 or higher in previous science and math courses.

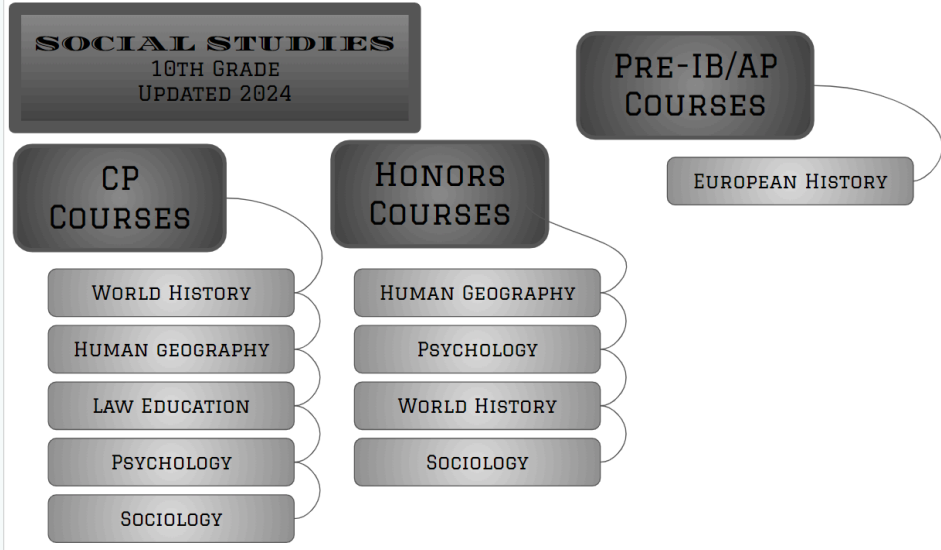
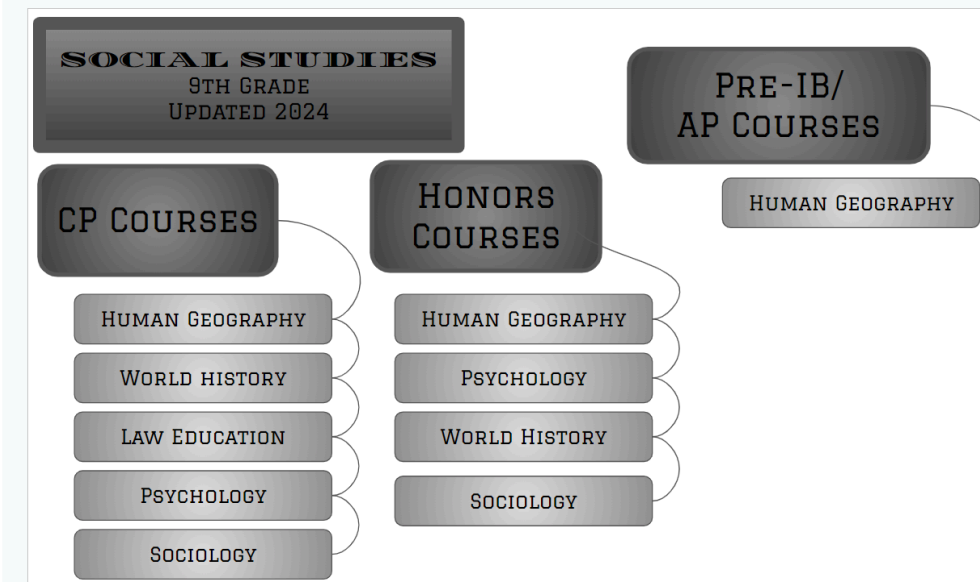
IB Design Technology aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group. Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. This is an interdisciplinary course and can fulfill either the individuals and societies or the IB sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subject groups simultaneously while studying one course. An IB Group 4 project will be required.

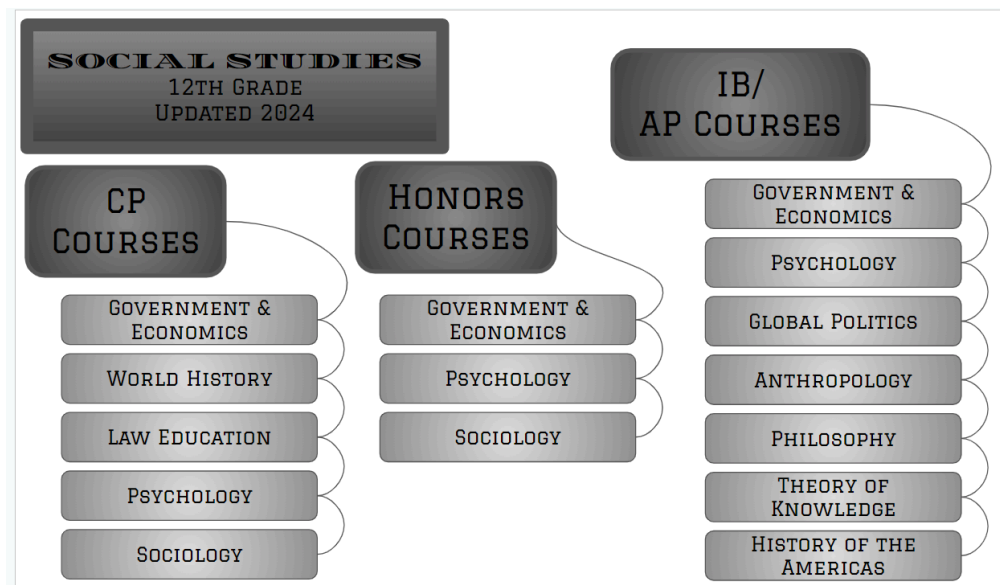
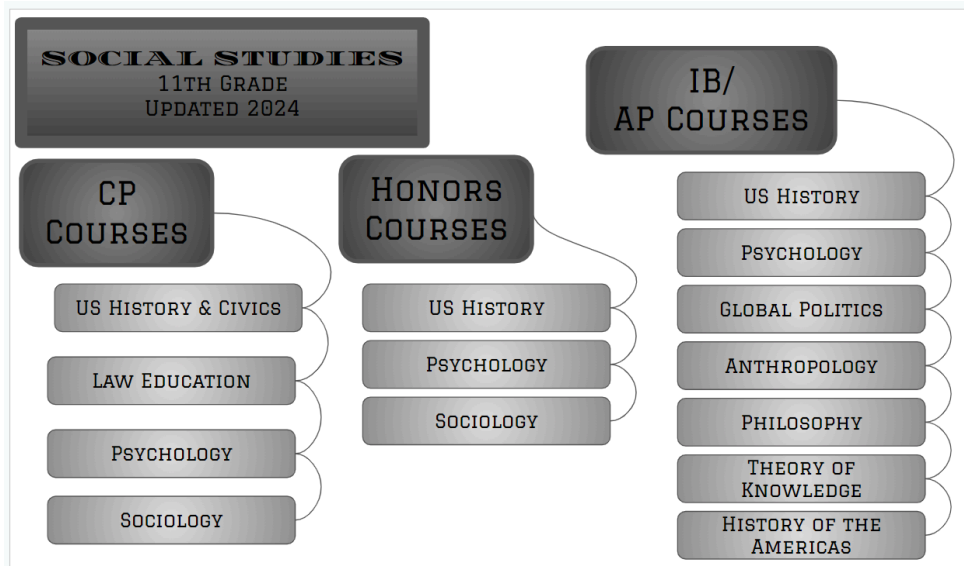
Note: IB Design Technology satisfies the Group 4 requirement for the IB Diploma, but is not considered a science credit for graduation purposes. This course will satisfy an elective requirement for the South Carolina High School Diploma.

SOCIAL STUDIES

To receive a South Carolina High School Diploma, students must earn three units in social studies including U.S. History (1 unit), American Government (1/2 unit), Economics (1/2 unit), and one social studies elective (1 unit). All social studies courses are aligned with the South Carolina Social Studies Academic Standards. College bound students are encouraged to take as many social studies courses as possible. It is recommended that students take Human Geography and a global history course in the ninth and tenth grade, U.S. History in the eleventh grade, and American Government and Economics in the twelfth grade.

The below graphics illustrate suggested paths for students by grade and difficulty level. Students are encouraged to consider their academic interests and choose higher difficulty courses accordingly.





CIVICS
Grade 11

333500CW
1 Unit

This course is designed to provide students with a practical knowledge and understanding of the study of the American government, and its direct connection to its citizens. It's important for students to connect with the democratic process as citizens of the United States. Students will be able to apply knowledge of the US Constitution and demonstrate their understanding of how the American system of government functions on the local, state and national levels as well as the impact on individual citizens. Students will also be able to demonstrate their understanding that US citizens have both rights and responsibilities in order for our government to maintain order in our society. This course will be taught in conjunction with US History to help prepare students for their US History End of Course exam.

HUMAN GEOGRAPHY
Grades 9 and 10

330700CW
1 Unit

Students study Earth's human geography beginning with the use of maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate geographic information. Students will examine patterns and processes of how human characteristics and activities vary across Earth's surface and how humans understand, use, and alter the surface of Earth. Conceptual in nature rather than place specific, this course is organized systematically around the topics of population and migration geography, economic geography, cultural geography, political geography, and urban geography. Students will also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences.

HUMAN GEOGRAPHY HONORS
Grades 9 and 10

330700HW
1 Unit

This course is designed for highly motivated college bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. Students study Earth's human geography beginning with the use of maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate geographic information. Students will examine patterns and processes of how human characteristics and activities vary across Earth's surface and how humans understand, use, and alter the surface of Earth. Students will create individual and group projects throughout the course and develop their writing skills.

AP HUMAN GEOGRAPHY
Grades 9, 10, 11, and 12

337900AW
1 Unit

Recommendation: One Honors Social Studies credit or participation in Honors Social Studies or Honors English in 8th grade

This year-long course is designed to meet the standards set by the College Board in the AP Human Geography Course Description Booklet. This college level course includes the study of population, migration and cultural patterns, economic development, conflict and diffusion, environmental interaction, political geography and organization of nations, regions, and change. Examine the human experience on Earth at both the macro and micro-geographic levels in this rigorous, college-level course. Evaluate the impact humans have on the landscape – both physically and culturally. Students will use a spatial approach to interpret human impact, focusing on the interaction between various groups of people, between human and environment, and the consequences and contributions of humans on Earth. Students enrolled in this course must be able to analyze primary sources including letters, documents, maps, essays, graphs, tables, and photographs. Students are also expected to write clearly and precisely. Independent research and outside reading are course requirements. Each student must take the Advanced Placement examination for possible college credit.

[Summer Assignment Required](#)

MODERN WORLD HISTORY
Grades 9 and 10

330600CW
1 Unit

Students will study the history of the Modern World, beginning with the time period of 1300 to present. Students will begin by learning about the emergence of the Modern World from 1300–1500, global affairs and interactions (1450– 1815), the rise of the new governments and competition in the global community (1815–1918), the emergence of new world powers (1885–1950), and the world from World War II to present

day (1933–present). Students will learn all Modern World History through the lens of inquiry in order to study the world that trade created, which led to the influence of interactions of various changes to culture, governments, ideas, innovation, people, religion, and revolution with an intent to create a citizen who has a global perspective.

MODERN WORLD HISTORY HONORS
Grades 9 and 10

330600HW
1 Unit

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. Students will study the history of the Modern World in grade ten, beginning with the time period of 1300 to present. Students will begin by learning about the emergence of the Modern World from 1300–1500, global affairs and interactions (1450– 1815), the rise of the new governments and competition in the global community (1815–1918), the emergence of new world powers (1885–1950), and the world from World War II to present day (1933–present). Students will learn all Modern World History through the lens of inquiry in order to study the world that trade created, which led to the influence of interactions of various changes to culture, governments, ideas, innovation, people, religion, and revolution with an intent to create a citizen who has a global perspective. Students will write extensively and develop individual and group projects through the course. College bound students and students in Pre-IB should take either World History Honors or AP European History.

U.S. HISTORY AND CONSTITUTION
Grade 11

332000CW
1 Unit

In the United States History and the Constitution course, students will employ the skills of a historian to explore the foundation of the American Republic and the expansion and disunion of the United States. Students will investigate the impact of American industrialism and capitalism, including being drawn into world wars, on American politics and geopolitics. Through the lens of the Cold War, students will study the contemporary era including the age of technological development, increased civic participation, and political party realignment. Students are required to read primary sources, develop research projects, and write historical essays. The South Carolina End of Course test will count as 20% of the student's overall grade for the class.

U.S. HISTORY AND CONSTITUTION HONORS
Grade 11

332000HW
1 Unit

Recommendation: English 2 Honors and one Honors Social Studies credit

This course is a study of the United States from colonization to present-day. It is designed to teach students historical concepts and facts needed to understand the history of our country. Students will employ the skills of a historian to explore the foundation of the American Republic and the expansion and disunion of the United States. Students will investigate the impact of American industrialism and capitalism, including being drawn into world wars, and American politics and geopolitics. Through the lens of the Cold War, students will study the contemporary era including the age of technological development, increased civic participation, and political party realignment. Students are required to read primary sources, develop research projects, and write historical essays. Furthermore, this course uses research and evaluation in a more sophisticated teaching framework. The South Carolina End of Course test will count 20% of the student's grade.

AP U.S. HISTORY

337200AW

Grade 11**1 Unit**

Recommendation: One Honors Social Studies credit with a grade of 85 or higher

This course is a college-level survey of the history of the United States from the colonial period to the present-day. Students enrolled must be able to analyze primary sources including documentary materials, maps, statistical tables, graphs, and photographs. Students will be assessed on their ability to take notes from both printed materials and class discussions, write clearly, and express themselves precisely. Independent research and outside reading are course requirements. Students are required to read primary sources, develop research projects, and write historical essays. Each student must take the Advanced Placement examination. Possible college credit granted with a score of 3 or higher. The South Carolina End of Course test will count 20% of the student's grade.

**IB US HISTORY HL-1
Grade 11****336D001W
1 Unit**

Recommendation: One Honors Social Studies credit

This course is a study of the United States from colonization to the present-day. It combines a study of our country's history with extensive reading, writing, and use of primary sources. This course focuses not only on content, but also on introducing and developing the skills needed to interpret historical events. These skills include: critical reading and comprehension of historical content; clear, structured, well-developed historical writing; critical analysis and evaluation of historical documents; and a developed awareness of historiography. After completing this course, the South Carolina End of Course test will count 20% of the student's grade. Students who successfully complete this course will move on to IB Twentieth Century topics in their senior year. Pursuant to state law, after completing this course, the South Carolina End of Course test will count 20% of the student's grade.

**IB HISTORY OF THE AMERICAS HL-2
Grade 12****336C001W
1 Unit**

Prerequisite: IB US History HL-1

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. College credit may be earned for successful completion of all IB Assessments. It is required for those students pursuing an IB Diploma.

**U.S. GOVERNMENT
Grade 12****333000CH
½ Unit**

This course is designed to give students an in-depth understanding of the structure and functions of the American governmental systems at the federal, state, and local levels. It includes an analysis of current events and current governmental problems and issues. Students will develop individual and group projects throughout the course. Furthermore, in efforts to foster civic awareness and participation, students will be expected to complete a state-driven (abbreviated) civics test; students are expected to pass.

U.S. GOVERNMENT HONORS
Grade 12

333000HH
1/2 Unit

Recommendation: Honors US History and passage of USHC EOC.

This course is designed to give students a critical perspective on government and politics in the United States. It involves both the studies of general concepts used to interpret American politics and the analysis of specific case studies. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political system. Students will strengthen their critical thinking and research skills through individual and group projects and presentations. Students will be required to read primary documents and create essays that demonstrate their critical thinking and research skills. Furthermore, in efforts to foster civic awareness and participation, students will be expected to complete a state-driven (abbreviated) civics test; students are expected to pass.

AP U.S. GOVERNMENT AND POLITICS
Grade 12

337300AW
1 Unit

Recommendation: AP US History or Honors US History with an EOC score of 80% or higher

This college level course is a survey of United States Government and Politics, and the processes of government that help shape our public policies. Students will learn about the methods of studying political behavior and political institutions. Independent research and outside reading are course requirements. Each student must take the Advanced Placement examination for possible college credit. Furthermore, in efforts to foster civic awareness and participation, students will be expected to complete a state-driven (abbreviated) civics test; students are expected to pass.

IB GLOBAL POLITICS SL-2
Grades 11 and 12

337B00IW

1 Unit

Recommendation: One Honors Social Studies credit and English 2 Honors

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. All standard level and higher-level students complete a common core under the central unifying theme of "people, power and politics". This consists of four core units: power, sovereignty and international relations, human rights, development, and peace and conflict. All standard level and higher-level students also undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more theoretical perspectives from research and submit a written report summarizing their investigation. Higher-level students also examine two contemporary global political challenges, through a case studies approach.

DE AMERICAN GOVERNMENT (PSC-201)
Grade 12

333100EW
1 Unit; College - 3 hours

Prerequisites: ACT – English 19, SAT – EBRW 530, or Accuplacer – Reading 237 / Writing 237

This course is a study of national governmental institutions with emphasis on the Constitution; the functions of the executive, legislative, and judicial branches; civil liberties; and the role of the electorate. Successful completion of PSC 201/American Government/ECO 210 Macroeconomics fulfills the United States Government/ Economics requirement. Furthermore, in efforts to foster civic awareness and participation, students will be expected to complete a state-driven (abbreviated) civics test; students are expected to pass.

ECONOMICS AND PERSONAL FINANCE
Grade 12

330800CH
½ Unit

Students study economics and personal finance beginning with how humans address the fundamental problem of scarcity by making choices based on the existence of limited resources. Using the skills of the economist, students will learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students will investigate how personal financial decisions related to careers, spending, and short- and long-term goal setting impact one's standard of living and long-term financial well-being. Holistically, the study of economics and personal finance provides a basis for students to develop the skills necessary to live and thrive financially in the 21st century, and participate in society as active and informed decision-makers.

ECONOMICS AND PERSONAL FINANCE HONORS
Grade 12

330800HH
½ Unit

Recommendation: Honors US History and passage of USHC EOC.

Students study economics and personal finance beginning with how humans address the fundamental problem of scarcity by making choices based on the existence of limited resources. Using the skills of the economist, students will learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students will investigate how personal financial decisions related to careers, spending, and short- and long-term goal setting impact one's standard of living and long-term financial well-being. Traditionally, the field of economics is divided into two categories: microeconomics and macroeconomics. In the domain of microeconomics, students will survey the impact of demand, supply, various market structures, and government policies on market prices for goods, services, and wages for workers. Inquiry into macroeconomics involves observing trends in the economy at large and the policies that are undertaken to promote the economic well-being of a society. Holistically, the study of economics and personal finance provides a basis for students to develop the skills necessary to live and thrive financially in the 21st century, and participate in society as active and informed decision-makers.

IB ECONOMICS SL-2
Grades 11 and 12

335A00IW
1 Unit

Recommendation: One Honors Social Studies credit and English 2 Honors

At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. This course uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behavior and outcomes.

DE MACROECONOMICS (ECO 210)
Grade 12

335700EW
1 Unit; College – 3 hours

Prerequisite: ACT – English 19 / Math 18, SAT – EBRW 530 / Math 600, or Accuplacer – Reading 237 / Writing 237 / Arith 249 / QAS 230

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

AP EUROPEAN HISTORY
Grades 10, 11, and 12

337600AW
1 Unit

Recommendation: Score of 85 or higher in AP Human Geography, Honors Social Studies, or Honors English and higher level reading ability

In this college level course, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Each student must take the advanced placement examination for possible college credit. Academically capable tenth, eleventh, and twelfth grade students who have exceptional interest in history, independent research, and writing are encouraged to take this course.

LAW EDUCATION
Grades 9, 10, 11 and 12

333600CW
1 Unit

This course deals with the structure of the legal system in the United States. Emphasis is placed upon major Constitutional issues, guarantees of civil rights and liberties, the criminal justice system, and the responsibilities of citizenship. Students will explore contemporary legal issues and develop individual and group projects throughout the course.

PSYCHOLOGY
Grades 9, 10, 11, and 12

334000CW
1 Unit

This course is designed to teach students the major concepts and principles of psychology with emphasis on human growth and development, personality, and social behavior patterns. Students will develop individual and group projects throughout the course.

PSYCHOLOGY HONORS
Grades 9, 10, 11, and 12

334000HW
1 Unit

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

AP PSYCHOLOGY
Grades 10, 11 and 12

437100AW
1 Unit

Recommendation: Completion of Biology with a grade of 85 or higher

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Each student must take the Advanced Placement examination for possible college credit.

SOCIOLOGY
Grades 9, 10, 11, and 12

334500CW
1 Unit

Sociology is a lecture class that requires quite a bit of reading, writing and critical thinking. It is designed for self-motivated students that are curious about how people learn and interact with each other both individually and in groups. The students will learn how people are shaped by their friends, family and culture. Topics include non-verbal communication, love and war, religion, education, criminal behavior and deviance. Methods for evaluating society are also discussed.

SOCIOLOGY HONORS
Grades 9, 10, 11, and 12

334500HW
1 Unit

This course introduces students to the major concepts and principles of sociology with emphasis on the appropriate skills of inquiry, the analysis of social change, the impact of social institutions, and evolving cultural changes. Students will learn how they are shaped by friends, families, and society. The class requires reading, writing, and critical thinking. Students will learn methods evaluating society and developing projects. In-depth analysis is required.

IB PHILOSOPHY SL-2
Grades 11 and 12

338A00IW
1 Unit

Recommendation: One Honors Social Studies credit and English 2 Honors

This course is designed to introduce students to the schools of thought found in philosophy and to introduce the basic issues that have interested philosophers from the discipline's beginning to present day. The course

seeks to increase student awareness of how ideas impact their world, how ideas and concepts are at work in their daily lives and how these concepts are a part of the real world. This course seeks to develop disciplined, critical thought on the part of the students to enable them to explore fundamental questions that people have asked throughout human history. IB Philosophy requires critical and systemic thinking, careful analysis of themes and close readings of texts. College credit may be earned for successful completion of all IB Assessments for this course.

IB SOCIAL ANTHROPOLOGY SL-2
Grades 11 and 12

338D00IW
1 Unit

Recommendation: One Honors Social Studies credit and English 2 Honors

The IB Diploma Programme's social and cultural anthropology course offers an opportunity for students to explore and understand humankind in all its diversity through the comparative study of culture and human societies. Students undertaking this course will have the opportunity to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Perfectly placed in group 3, individuals and societies, social and cultural anthropology contributes to a distinctive approach to intercultural awareness and understanding. It allows students to develop the capacity to recognize preconceptions and assumptions of their own social and cultural environments through an exploration of both the familiar and unfamiliar worlds of other people. College credit may be earned for successful completion of all IB Assessments for this course.

IB THEORY OF KNOWLEDGE
Grades 11 and 12

See Course Numbers Below
1/2 Unit

Prerequisite: Anticipated Full Diploma or IB Global Pathway declaration with IB Coordinator

Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. TOK is a part of the IB Diploma Core. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions.

Course Numbers

IB Theory of Knowledge I	373A00IH
IB Theory of Knowledge II	373B00IH

IB EXTENDED ESSAY
Grade 12

373C00HH
1/2 Unit

Prerequisite: Anticipated Full Diploma or IB Global Pathway declaration with IB Coordinator

The Extended Essay (EE) is a 4,000 word research paper required by all International Baccalaureate diploma candidates. The EE offers diploma candidates the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at the college level. In other words, the Extended Essay is an in-depth study of a limited topic within a selected subject area. In addition to completion of the EE, Diploma candidates will use this course to complete their TOK essays and CAS requirements.

Global Pathway candidates will use this course for support in finishing their final TOK essays, Pathway Projects and CAS requirements.

WORLD LANGUAGES

The study of a world language is an important component in a well-rounded college preparatory program. A minimum of two units of the same language is required for admission to every state-supported four-year college or university in South Carolina. Some universities recommend 3 units of the same modern language.

World language courses emphasize the development of communication skills and facilitate the comprehension of one's native language. At each level, opportunities are provided for students to listen to and speak the language, learn vocabulary and grammatical structures, read selections appropriate to the level, write, learn about culture, and participate in reinforcing activities. Social studies units on history and geography and units on prominent figures in the arts and music are incorporated where appropriate.

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

Beginning Level	Year 1 and 2
Intermediate Level	Year 3 and 4
Culture Courses	
Advanced Level	Year 5 (AP & IB HL)

Students taking a modern language in the 7th and/or 8th grades are awarded one Carnegie unit for successful completion of the course; the grade is included on the transcript and averaged into the student's high school GPA.

Heritage Speakers: Heritage speakers may be given a World Language placement examination in order to properly place them based on their proficiency level. Students who are eligible for the World Language placement examination:

- Native students
- Foreign exchange students from schools where French or Spanish is the principal language of instruction
- Students with at least one French/Spanish-speaking parent
- Students who, within the last two years, have studied for two years / four semesters or more at a school where French/Spanish was the principal language of instruction
- Students who, within the last two years, have lived in a French or Spanish-speaking community for three or more years
- Students who are children of French/Spanish instructors
- Students who regularly use French/Spanish at home

NOTE: A student who is enrolled in or has completed a level 4 course or equivalent of French or Spanish and who wishes to take an additional language may skip the first year of that language and enroll in level 2 with the permission of the department head. No credit will be awarded for the waived course.

FRENCH 1 Grades 9, 10, 11, and 12

361100CW
1 Unit

This course is the first part of the Beginning Level of language study. It is designed to help students develop basic language skills in French. Via a variety of classroom activities, students will practice listening, speaking, reading and writing skills in order to build proficiency and boost student confidence for communication. Students will also study and expand their knowledge of French culture.

FRENCH 2 Grades 9, 10, 11, and 12

361200CW
1 Unit

Prerequisite: French 1

This course is the second part of the Beginning Level of language study. The development of language skills is continued through varied methods of instruction. Major topics from French I are reviewed and expanded and students continue their study of basic grammatical structures in French. Emphasis is on conversation, simple reading and writing, and cultural studies of countries where French is spoken.

FRENCH 3
Grades 9, 10, 11, and 12

361300CW
1 Unit

Prerequisite: French 2

This course represents the first part of the Intermediate level of language study and is conducted entirely in French. All communication in the class from both teacher and student will be in the target language. Students will draw upon skills previously mastered while simultaneously learning new ones. Continued study and practice of vocabulary, grammar and cultural information will enable students to communicate in simulated “real-life” situations. There will be an emphasis on listening and speaking in French. Students will read and discuss simple literary texts, short stories, and short newspaper and magazine articles. In addition, students will write journal entries, simple prose and poetry, and essays in the target language.

FRENCH 3 HONORS
Grades 9, 10, 11, and 12

361300HW
1 Unit

Prerequisite: French 2

Recommendation: Grade of 88 or higher in French 2 or a teacher recommendation

This course follows the format of French III and allows for a more rapid progression and more opportunities for enrichment activities. Honors French III is taught in the target language and is designed for students who are passionate about continuing the study of language.

FRENCH 4 HONORS – Francophone CULTURE & CIVILIZATION
361400HW
Grades 9, 10, 11, and 12
1 Unit

Prerequisite: French 2

Recommendation: Teacher Recommendation

This course will focus on the culture, history, and perspectives of the many French-speaking countries of the world. The class will reinforce and enhance the learning that has taken place in previous French classes as well as in Social Studies and Language Arts classes. The course will also help students to acquire a greater appreciation for the French language as a useful tool and will provide a deeper understanding of French civilization in terms of its history, current political systems, and values. This class will be taught primarily in French.

FRENCH 4 HONORS
Grades 10, 11, and 12

361400HW
1 Unit

Prerequisite: French 3

Recommendation: Grade of 88 or higher in French 3 or a teacher recommendation

This course focuses on the development of more advanced skills of conversation, reading, and writing. Students review and work with all major grammatical structures in a variety of oral and written contexts. Lessons develop students' understanding of more difficult reading selections. Students discuss more advanced aspects of French culture, contemporary life, and history. Except for certain grammatical explanations, this course is taught in French. This course is the second part of the intermediate level of language study and is open to all continuing French students.

FRENCH 5 HONORS
Grades 11 and 12

361500HW
1 Unit

Prerequisite: French 4 Honors / IB – French B HL 1

Recommendation: Grade of 88 or higher in their previous French course or a teacher recommendation

This course emphasizes the further development of more advanced skills of conversation, reading, and writing. Students review and work with all major grammatical structures in a variety of oral and written contexts. Lessons develop students' understanding of more complex reading selections. Students discuss more advanced aspects of French culture, contemporary life, and history. Except for certain grammatical explanations, this course is taught in French. This course is considered an advanced level of language study and is open to all continuing French students.

IB FRENCH B HL
Grades 11 and 12

See Course Numbers Below
1 Unit each

Prerequisite: French 3

This two year college level course focuses on three core topics (Social Relationships, Media and Communication, and Global Issues) in addition to a series of optional topics (Cultural Diversity, Traditions and Costumes and Leisure, Health and Science and Technology). The objective is to enhance and stimulate receptive skills. Students will be assessed through a variety of reading comprehension activities by applying specific techniques. This is known as text-handling. Students will also enhance their oral interactive skills by preparing debates, conducting round table discussions, participating in paired or group dialogues, and so much more. Written productive skills will be extensive and will be based on authentic visual stimuli. Examples of such stimuli are literature, foreign films, newspaper articles, documentaries, and photos. These stimuli will be used to develop creative, original, descriptive, and comparative abilities. Except for certain grammatical explanations, this course will be taught entirely in the target language. Students enrolled in this class must complete all IB assessments or reimburse the school the expenses incurred on their behalf. This course may be used to fulfill the Group 2 requirement for the IB Diploma. Students not seeking an IB Diploma may take this course as an IB certificate course, possibly leading to college credit. Seniors may take IB French B HL-1 with a teacher recommendation.

Course Numbers

IB French B HL-1	361H00IW
IB French B HL-2	361I00IW

SPANISH 1
Grades 9, 10, 11, and 12

365100CW
1 Unit

This course is the first part of the Beginning Level of language study. It is designed to help students develop basic language skills in Spanish. Via a variety of classroom activities, students will practice listening,

speaking, reading and writing skills in order to build proficiency and boost student confidence for communication. Students will also study and expand their knowledge of the Spanish culture.

SPANISH 2
Grades 9, 10, 11, and 12

365200CW
1 Unit

Prerequisite: Spanish 1

This course is the second part of the Beginning Level of language study. The development of language skills is continued through varied methods of instruction. Major topics from Spanish I are reviewed and expanded and students continue their study of basic grammatical structures in Spanish. Emphasis is on conversation, simple reading and writing, and cultural studies of countries where Spanish is spoken.

SPANISH 3
Grades 9, 10, 11, and 12

365300CW
1 Unit

Prerequisite: Spanish 2

This course represents the first part of the Intermediate level of language study. This class is conducted entirely in Spanish. All communication in the class from both teacher and student will be in the target language. Students will draw upon skills previously mastered while simultaneously learning new ones. Continued study and practice of vocabulary, grammar and cultural information will enable students to communicate in simulated real-life situations. There will be an emphasis on listening and speaking in Spanish. Students will read and discuss simple literary texts, short stories, and short newspaper and magazine articles. In addition, students will write journal entries, simple prose and poetry, and essays in the target language.

SPANISH 3 HONORS
Grades 9, 10, 11, and 12

365300HW
1 Unit

Prerequisite: Spanish 2

Recommendation: Grade of 88 or higher in Spanish 2 or a teacher recommendation

This course follows the format of Spanish 3 and allows for a more rapid progression and more opportunities for enrichment activities. Honors Spanish 3 is taught in the target language and is designed for students who are passionate about continuing the study of language.

SPANISH 4 HONORS – CONVERSATION & CULTURE
Grades 10, 11, and 12

365400HW
1 Unit

Prerequisite: Spanish 3

Recommendation: Teacher recommendation

This course will focus on the culture, history, and perspectives of the many Spanish speaking countries of the world. The class will reinforce and enhance the learning that has taken place in previous Spanish classes as well as Social Studies and Language Arts classes. The course will also help students to acquire a greater appreciation for the Spanish language as a useful tool, and will provide a deeper understanding of Spanish civilization in terms of its history, current political systems, and values. This class will be taught primarily in Spanish.

SPANISH 4 HONORS
Grades 10, 11, and 12

365400HW
1 Unit

Prerequisite: Spanish 3

Recommendation: Grade of 88 or higher in Spanish 3 or a teacher recommendation

This course is the second part of the Intermediate Level of language study. This course focuses on the development of more advanced skills of conversation, reading, and writing. Students review and work with all major grammatical structures in a variety of oral and written contexts. Lessons develop students' understanding of more difficult reading selections. Students discuss more advanced aspects of Spanish culture, contemporary life, and history. Except for certain grammatical explanations, this course is taught in Spanish.

SPANISH 5 HONORS
Grades 11 and 12

365500HW
1 Unit

Prerequisite: Spanish 4 Honors or IB Spanish B HL 1

Recommendation: Grade of 88 or higher in their previous Spanish course or a teacher recommendation

This course emphasizes the further development of more advanced skills of conversation, reading, and writing. Students review and work with all major grammatical structures in a variety of oral and written contexts. Lessons develop students' understanding of more complex reading selections. Students discuss more advanced aspects of French culture, contemporary life, and history. Except for certain grammatical explanations, this course is taught in Spanish. This course is considered an advanced level of language study and is open to all continuing Spanish students.

IB SPANISH B HL
Grades 11 and 12

See Course Numbers Below
1 Unit

Prerequisite: Spanish 3

This two year college level course focuses on three core topics such as Social Relationships, Media and Communication, and Global Issues in addition to a series of optional topics (Cultural Diversity, Traditions and Costumes and Leisure, Health and Science and Technology). The objective is to enhance and stimulate receptive skills. Students will be assessed through a variety of reading comprehension activities by applying specific techniques. This is known as text-handling. Students will also enhance their oral interactive skills by preparing debates, conducting round table discussions, participating in paired or group dialogues, and so much more. Written productive skills will be extensive and will be based on authentic visual stimuli. Examples of such stimuli are literature, foreign films, newspaper articles, documentaries, and photos. These stimuli will be used to develop creative, original, descriptive, and comparative abilities. Except for certain grammatical explanations, this course will be taught entirely in the target language. Students enrolled in this class must complete all IB assessments or reimburse the school the expenses incurred on their behalf. This course may be used to fulfill the Group 2 requirement for the IB Diploma. Students not seeking an IB Diploma may take this course as an IB certificate course, possibly leading to college credit. Seniors may take Part 1 of this course with teacher recommendation.

Course numbers

IB Spanish B HL-1 365H00IW

IB Spanish B HL-2 365I00IW

AP Spanish Language and Culture / IB Spanish B SL

See Course Numbers Below
1 Unit each

Grades 11 and 12

Prerequisite: Spanish 3 and Teacher Recommendation

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. This course is paired with IB Spanish B–SL and must be taken in tandem. Students enrolled in this class must complete all IB and AP assessments or reimburse the school the expenses incurred on their behalf. This course may be used to fulfill the Group 2 requirement for the IB Diploma. Students not seeking an IB Diploma may take this course as an IB certificate course, possibly leading to college credit.

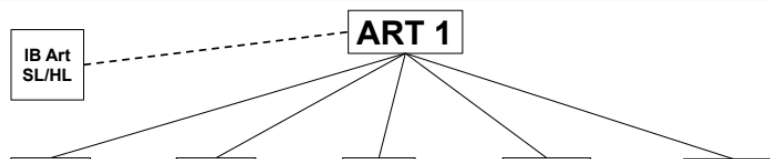
Course Numbers

AP Spanish Language and Culture	367500AW
IB Spanish SL– 1	365J00IW

FINE ARTS

Quality arts education is an essential part of a complete education for all students and critical to their success in the 21st century. The arts are central to the learning process. Children begin learning through scribbling, making up rhythmic sounds, moving and dancing, and playing creative games. An effective arts program builds on these early experiences and extends them through a curriculum that engages students in the comprehensive, sequential study of the arts. While a fine arts unit is not required for graduation, students who plan on entering a 4 year college in South Carolina must complete a unit in fine arts.

VISUAL ARTS



ART 1
Grades 9, 10, 11, and 12

350100CW
1 Unit

This course is designed for students who have had limited or no prior preparation in art. The course content includes concentration in the major areas of critical analysis, creative expression and production, cultural heritage and aesthetic perception. Students will study the elements and principles of design focusing mainly on 2-dimensional art making processes. Major artists, periods and styles will be studied. Criteria for critically assessing a variety of products and making informed choices will be explored.

ART 2
Grades 9, 10, 11, and 12
1 Unit

350200CW

Prerequisite: Art 1

This course explores drawing, painting and printmaking techniques in-depth. The course will involve an intensive study of 2-dimensional problem solving using a variety of media to include charcoal, graphite, pastel, watercolor, acrylic, and oil. This course will also explore painting techniques, which are then enhanced with printmaking studies. The course content includes study in the areas of critical analysis, creative expression and production, cultural heritage, and aesthetic perception.

ART: 3-D DESIGN 1
Grades 9, 10, 11, and 12
1 Unit

350500CW

Prerequisite: Art 1

This course is designed to teach students how to use a variety of media with both additive and subtractive processes to create three dimensional works of art. It involves learning to use a variety of tools and techniques to manipulate found objects, casting paper and plaster, weaving fibers, modeling clay, carving and burning wood, carving Styrofoam, plaster, wood, and stone, cutting and cold joining metal, etching and fusing glass, embossing soft metals, casting body molds, cutting and setting tile and glass mosaics, and fusing glass in the

kiln. Studio habits, safety, and daily engagement are graded. Historical works will be analyzed and used as inspiration for pieces. Students are expected to use sketchbooks to plan and develop ideas.

ART: 3-D DESIGN 2
Grades 10, 11, and 12

350600CW
1 Unit

Prerequisite: 3-D Design 1

This course is for the art student who wishes to further explore sculpture techniques and processes. Participants will deepen their understanding of design principles as they relate to the integration of depth and space, volume and surface. Participants may work in any three-dimensional approach, including, but not limited to, figurative or non-figurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage, and 3-D fabric/fiber arts. Students will be required to plan and develop ideas in sketchbooks and work in series.

ART: CERAMICS 1
Grades 9, 10, 11, and 12
1 Unit

456100CW

Prerequisite: Art 1

This course explores 3-dimensional art using clay. Students will explore such hand building methods of creating pottery as coil, pinch pots, and slab construction. Wheel throwing techniques will be introduced. Students will explore a variety of glazing techniques to finish pottery.

ART: CERAMICS 2
Grades 10, 11, and 12

456200CW
1 Unit

Prerequisite: Ceramics 1

This advanced studio art course builds upon students' basic knowledge of ceramics and sculpture, and includes some cultural literacy, art history and career information. It begins with pottery production (advanced hand building and throwing on the potter's wheel), with the second half of the term covering advanced 3-D design. In ceramics, students acquire knowledge and skill in glazing, kiln operation, ceramic design and throwing on the wheel. In sculpture, students execute artwork in all sculpture techniques, a variety of art styles and in a variety of media. Students must also participate in class critiques, take written tests, give reports and participate in select competitive exhibits.

ART: GRAPHIC DESIGN
Grades 10, 11, and 12

455400CW
1 Unit

Prerequisite: Art 1

Graphic Design explores compositional and design strategies used in the graphic design industry. Graphic designers combine words, symbols, and images to create visual representations of ideas and messages that clarify an idea, stir your interest or catch your eye. The course focus will be on design problem solving and traditional techniques through hand drawn studies.

ART: PHOTOGRAPHY 1
Grades 9, 10, 11, and 12
1 Unit

456600CW

Prerequisite: Art 1

This course explores digital photography through compositional studies and computer-aided design processes like Adobe Lightroom. Students should be dedicated to completing photoshoots outside of class. A school camera may be checked out to students enrolled in this course.

ART: PHOTOGRAPHY 2
Grades 10, 11, and 12

456700CW
1 Unit

Prerequisite: Photography 1

More aesthetic in nature, Photography 2 is a project-intense course that builds upon the knowledge and skills gained in Photography 1. Students will explore units in lighting and color, composition, alternative printing techniques, and develop portfolios for college entry and/or AP 2 D Design coursework..

ART: PRINTMAKING 1
Grades 10, 11, and 12

457100CW
1 Unit

Prerequisite: Art 1

This is an introductory course to the production of multiple images from a single design. Emphasis is on design and creative use of the materials and techniques of the relief, monoprint, intaglio, and silkscreen printing processes. Students will learn the processes and techniques of these four disciplines of printmaking in the course. Each discipline will be explored for about four weeks, until technique is mastered. Printmaking 1 is designed for students with all levels of graphic design and drawing abilities.

ART 3 HONORS
Grades 10, 11, and 12

350300HW
1 Unit

Prerequisite: Two visual arts credits

This course expands the expertise and technical skills of students who have demonstrated advanced or exceptional artistic skills in either 2D Design or 3D Design. In addition to the rigorous course requirements, students will be required to sign contracts and commit to working on projects independently.

ART 4 HONORS
Grades 11 and 12

350400HW
1 Unit

Prerequisite: Two Visual Arts credits or teacher recommendation and concurrent enrollment in an AP Art course
Recommendation: Two Visual Arts credits and teacher recommendation

This course expands the expertise and technical skill of those students demonstrating advanced skills necessary for success in AP art courses. In addition to the rigorous course requirements, students will be required to sign contracts and commit to working on projects independently.

ADVANCED PLACEMENT ART OPTIONS
Grades 11 and 12

See Course Numbers Below
1 Unit

Prerequisite: Art 4 Honors

Students enrolling in AP Art courses must also enroll in Art 4 Honors.

These courses are designed for the artistically advanced student wishing to receive college credit and who are interested in pursuing art as a potential career or who are highly motivated to use art as a form of creative expression. The course content is specified by the Advanced Placement Course Description published by the College Board. Each student must submit a digital portfolio to the College Board for possible college credit. These courses may be taught simultaneously based on enrollment.

Course Numbers

AP ART STUDIO: DRAWING 357200AW
AP ART STUDIO: 2D DESIGN 357400AW
AP ART STUDIO: 3D DESIGN 357500AW

IB VISUAL ARTS SL-1
Grade 11

351E00IW
1 Unit

Prerequisite: Art 1

Recommendation: Two Visual Arts credits and teacher recommendation

Students will analyze selected topics or concepts or art and design and the relationship of the cultural, historical, and social context to the topics studies. Coursework involves the creation of research journals and a portfolio of a concentrated body of work. All coursework will be completed and submitted for external examination by a representative of the IBO. Students wishing to earn college credit should enroll in IB Visual Arts HL 1&2 in lieu of IB Arts A Seminar SL & IB Arts A SL.

IB VISUAL ARTS SL-2
Grade 12

351A00IW
1 Unit

Prerequisite: IB Visual Arts A Seminar SL and teacher recommendation

This course is a continuation of the IB Visual Arts Seminar. Students will analyze selected topics or concepts or art and design and the relationship of the cultural, historical, and social context to the topics studies. Coursework involves the creation of research journals and a portfolio of a concentrated body of work. All coursework will be completed and submitted for external examination by a representative of the IBO. Students wishing to earn college credit should enroll in IB Visual Arts HL 1&2 in lieu of IB Arts A SL. This course meets the Group 6 requirement of the IB Diploma.

IB VISUAL ARTS HL
Grades 11 and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Art 1

Recommendation: Two Visual Arts credits and teacher recommendation

This multilevel course taken over two years is designed to provide opportunities to develop in the areas of visual literacy and the appreciation of the technical use of media and design. Students must complete both a personal research workbook and a body of studio work that will be submitted for examination. College credit may be available for students scoring a 4 or better on IB assessments. This course fulfills the Group 6 requirement for the IB Diploma.

Course Numbers

IB Visual Arts HL-1 351C00IW

IB Visual Arts HL-2 351D00IW

DE ART HISTORY and APPRECIATION (ART 101)
Grades 11 and 12

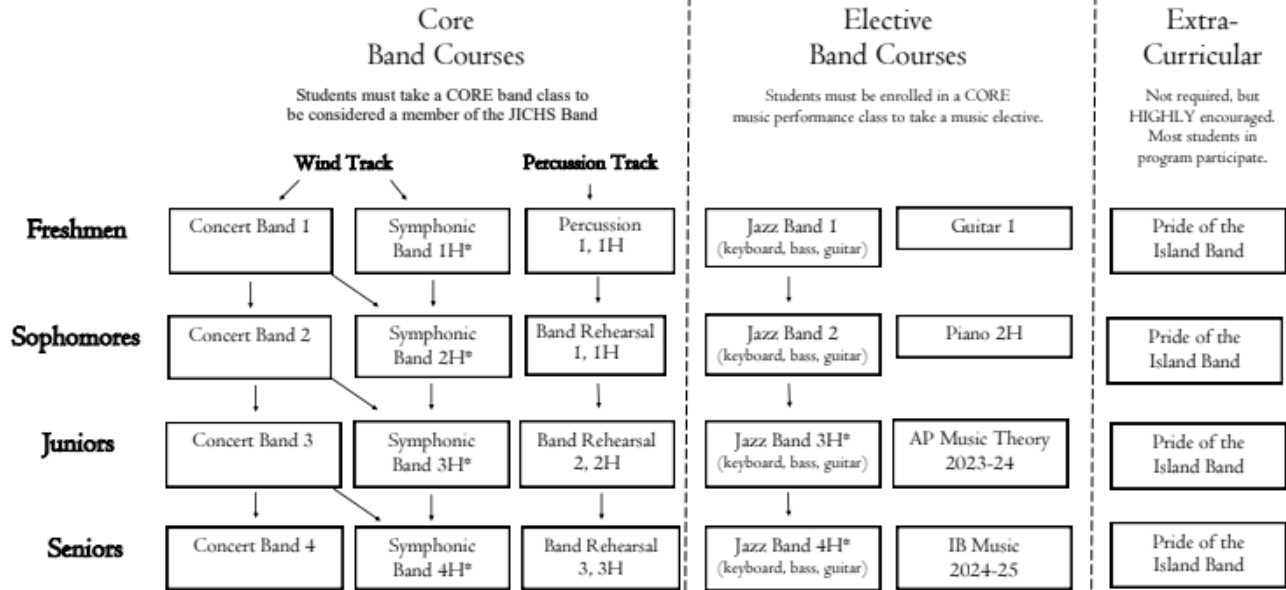
352000EW
1 Unit; College - 3 Hours

Prerequisite: ACT - English 19, SAT - EBRW 530, Accuplacer - Reading 237 / Writing 237

This is an introductory course in the history and appreciation of art, including elements and principles of the visual arts.

PERFORMING ARTS

James Island Charter High School Band Performing Arts 2023-24 Course Guide



- ◆ H next to the level in Band signifies Symphonic Band.
- ◆ Rhythm section students are needed for Jazz Band in edition to Winds. This includes piano, guitar, bass, and drum set.
- ◆ *Students enrolled in Symphonic Band 1H-4H and Jazz 3H-4H are Honors credit. A great GPA booster!
- ◆ Symphonic Winds and Jazz Band are audition-only courses.
- ◆ Students considering a major or minor in music are encouraged to take AP Music Theory and/or IB Music. AP Music Theory is being taught 2023-24
- ◆ Pride of the Island Band is an After School band that rehearses after-school and performs at Friday night football games and special performances.

James Island Charter High School

Performing Arts & Upper Level Music Course Guide

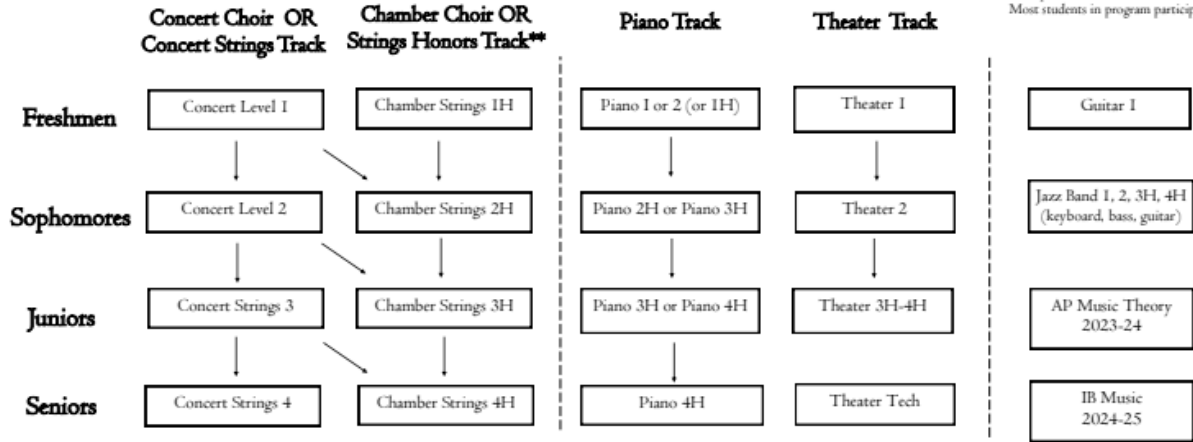
2023-24 Course Guide

Core Music Courses

Core music classes include Choir, Strings
Piano, and Theater

Performing Arts Electives

Not required, but HIGHLY encouraged.
Most students in program participate.



- ♦ **Students enrolled in Chamber Strings, Chamber Choir, or Piano 1H-4H are Honors credit. A great GPA booster!
- ♦ Students considering a major or minor in music are encouraged to take AP Music Theory and/or IB Music. IB Music 2023-24
- ♦ Students in Chamber Choir and Theater 2, 3 & 4 collaborate during an annual Musical.

CONCERT BAND (Band)
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Previous participation in band

Concert Band is a performing ensemble, designed for students who demonstrate **intermediate** technical skills on their instrument. This course is designed to build on the foundational skills learned in middle school or a previous year of high school band. Students will continue to develop musicianship, technique, and performance-related music theory skills in this course. Students will study a varied repertoire of music ranging from grade levels III to V. While minimal, students should expect that activities occur outside of the regular class period. Attendance at band camp, after-school rehearsals, masterclasses, and performances is required.

Course Numbers

Band 1	353100CW
Band 2	353200CW
Band 3	353300CW
Band 4	353400CW

SYMPHONIC BAND
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Audition only; previous participation in band

Symphonic Band is an **elite** performing ensemble, designed for students who have passed a rigorous audition and have demonstrated **advanced** technical skills on their instrument. Master musicianship, technique, and performance-related music theory skills will be emphasized in this course. Students will study a varied repertoire of music ranging from grade levels IV to VI. Students in this course are strongly encouraged to study with an outside, private instructor. Students are expected to audition for SCBDA region and all-state bands. Attendance at band camp, after-school rehearsals, masterclasses, and performances is required.

Course Numbers

Band 1H	353100HW
Band 2H	353200HW
Band 3H	353300HW
Band 4H	353400HW
Band 5H	353500HW

JAZZ BAND
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Audition only; Concurrent enrollment in a JICHS Performing Arts course

Jazz Band is a performing ensemble that includes studies of various jazz styles, jazz history, and improvisation. Special emphasis will be placed on strong performance skills, sight-reading, and interpretive skills in relation to jazz styles. Students enrolled in Concert Band, Symphonic Winds, or Percussion are permitted to take this course. Non-Wind/Brass/Percussion members must be enrolled in a performing arts class concurrently and can participate in the rhythm section (piano, guitar, bass guitar, drums) by audition only. Attendance at after-school rehearsals and performances is required.

Course Numbers

Jazz Band 1H	453100HW
Jazz Band 2H	453200HW
Jazz Band 3H	453300HW
Jazz Band 4H	453400HW

PERCUSSION ENSEMBLE
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Previous participation in band

Percussion class is a specialized course, designed for the advancing percussionist. Students will develop their poise and confidence through exposure to ensemble literature, performing as an independent ensemble and also with the Concert Bands. By default, percussion students are considered members of the Concert Band and will rehearse and perform with these ensembles outside of the school day. Attendance at band camp, after-school rehearsals, masterclasses, and performances is required.

Course Numbers

Percussion Ensemble	458300CW
Band Rehearsal 1	353000CW
Band Rehearsal 2	353700CW
Band Rehearsal 3	353800CW

SYMPHONIC PERCUSSION ENSEMBLE
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Audition only; Previous participation in band

Percussion class is a specialized course, designed for the advancing percussionist. Students will develop their poise and confidence through exposure to ensemble literature, performing as an independent ensemble and also with the Concert Bands. By default, percussion students are considered members of the Concert Band and will rehearse and perform with these ensembles outside of the school day. Attendance at band camp, after-school rehearsals, masterclasses, and performances is required.

Course Numbers

Percussion Ensemble H	458300HW
Band Rehearsal 1 H	353000HW
Band Rehearsal 2 H	353700HW
Band Rehearsal 3 H	353800HW

CONCERT CHOIR
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

This course is designed for students who have participated in choir in middle school, the previous year in high school or would like to participate for the first time. Students will be taught sequential development of skills necessary to become a proficient choir member. The course is organized so that students will learn choral repertoire each year and will develop an understanding of the concepts of music and the cultural heritage of the music studied. Emphasis will be placed on the development of good tone, accurate pitch, growth in music reading, improvement in sight-singing, ability to perform more easily and to follow a conductor, and an understanding of a wide variety of music. If the concert choir and chamber choir are combined into one choir, the course may collaborate with Theatre Class from February – May, to produce a Broadway style musical show. Students are **STRONGLY** encouraged to participate in some manner either onstage or offstage. Some

after-school time will be required. Students choosing to not participate will be given a music related research project to complete.

Course Numbers

Chorus 1 354100CW
Chorus 2 354200CW
Chorus 3 354300CW
Chorus 4 354400CW

**CHAMBER CHOIR
Grades 9, 10, 11, and 12**

**See Course Numbers Below
1 Unit Each**

Prerequisite: Audition only

This course is for advanced students who have passed a rigorous audition and have demonstrated advanced technical skills. Advanced musicianship, technique, and performance related music theory skills will be emphasized. Students will perform advanced level music. All students will perform in all concerts, public performances, and audition for and perform with all region, all state, and various honor choirs. In addition, these students will perform solos and/or small ensembles as part of the class. From February – May, Chamber Choir will combine with Theatre Class to produce a Broadway style musical show. Students are STRONGLY encouraged to participate in some manner either onstage or offstage. Some after-school time will be required. Students choosing to not participate will be given a music related research project to complete.

Course Numbers

Chorus 1H 354100HW
Chorus 2H 354200HW
Chorus 3H 354300HW
Chorus 4H 354400HW
Chorus 5H 354500HW
Chorus 6H 354600HW

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

**452100CW
1 Unit**

These courses are designed to expose students to the major theatrical periods and to major dramatic literature and acting styles. Theater, improvisation and production are studied. Critical analysis of dramatic literature will be included. Independent and group projects as well as public performances are required.

**THEATRE 2, 3H and 4H
Grades 10, 11, and 12**

**See Course Numbers Below
1 Unit Each**

Prerequisite: The previous Theater course is required for each level

These courses are designed to expose students to the major theater and musical theatrical periods and to major dramatic literature and acting styles. Theater, voice, improvisation, some dance and production are studied. Critical analysis of dramatic literature will be included. Independent and group projects as well as public performances are required.

Course Numbers

Theater 2 452200CW

Theater 3H 452300HW
Theater 4H 452400HW

TECHNICAL THEATRE ARTS
Grades 10, 11, and 12

452500CW
1 Unit

Prerequisite: Theatre 1

This course introduces and develops skills in planning, designing, making, and critiquing technical elements of production including the set, lighting, sound, costumes, properties, and hair and makeup. An emphasis is placed on collaboration and teamwork.

STRINGS
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Previous participation in strings

This course is designed for students who have participated in strings in middle school or the previous year in high school. Students continue a sequential development of skills necessary to become proficient on a musical instrument. The course is organized so that students will learn orchestral repertoire each year from grade levels III to V and will develop an understanding of the concepts of music and the cultural heritage of the music studied. Emphasis will be placed on the development of good tone, accurate pitch, growth in music reading, ability to perform more easily and to follow a conductor. While moderate, students should expect that activities occur outside of the regular class period. Attendance at occasional after-school rehearsals and performances is required.

Course Numbers

Strings 1	355100CW
Strings 2	355200CW
Strings 3	355300CW
Strings 4	355400CW

STRINGS HONORS – CHAMBER ORCHESTRA
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Audition only; Previous participation in strings

This course is for the advanced Strings students who play the violin, viola, cello or bass who have passed a rigorous audition and have demonstrated advanced technical skills. Advanced musicianship, technique, and performance related music theory skills will be emphasized. Students will perform advanced level music grades IV, V and VI. All students will perform in all concerts, public performances, and audition for and perform with all region, all state, and various honor orchestras. In addition, these students will perform solos and/or small ensembles as part of the class. Concepts and music taught during the school day applies to performances outside regular school hours.

Course Numbers

Strings 1 H	355100HW
Strings 2 H	355200HW
Strings 3 H	355300HW
Strings 4 H	355400HW

GUITAR 1
Grades 9, 10, 11, and 12

356700CW
1 Unit

The purpose of this class is for students to learn music reading, basic music theory, the structure of the guitar, proper guitar playing technique, notes on the fingerboard, and chords in a fully structured academic environment. Only acoustic or classical guitars will be permitted in this course. Students do not need to own a guitar to take this course.

PIANO 1
Grades 9, 10, 11, and 12

454100CW
1 Unit

This course is designed for students who have an expressed interest in playing the piano and composition. The course is designed to help students with the fundamentals of keyboard music including learning to perform with ease, the use proper technique, basic composition, growth in musicianship and music reading, develop an understanding of a wide variety of music, the historical and cultural background of works performed, and gain a greater appreciation of music as a means of expression and as a form of communication. Students will be required to participate in one recital at the end of the semester. All students with any prior experience in Piano must send an audition video or have a live audition with the instructor so they can be placed in the appropriate level.

PIANO 2, 3 Honors, 4 Honors, 5 Honors
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Audition or prior experience with piano

This course is designed for the musically advanced student who is looking for a challenging outlet to continue piano performance. Students will learn a wide variety of music from the Baroque, Classical, Romantic, 20th Century, Pop, Jazz, and Blues styles. The course will give students a differentiated learning plan based on their current technique, level and skills. Students will play a series of solos, scales, and techniques throughout the semester. ALL students are required to perform at an after school recital. Piano 2 students are encouraged and Piano 3H, Piano 4H, and Piano 5H are required to compete at the SCMEA Piano Festival. It is recommended that students have keyboards at home.

Course Numbers

Piano 2	454200CW
Piano 3 Honors	454300HW
Piano 4 Honors	454400HW
Piano 5 Honors	953200HW

IB MUSIC SL-2
Grades 11 and 12

356A00IW
1 Unit

Prerequisite: Advanced music background and teacher recommendation
Recommendation: Concurrent enrollment in band, chorus, strings, piano, and/or guitar

During the course, students will explore the diversity of music throughout the world; develop perceptual skills through a breadth of musical experiences; develop their knowledge, abilities, and understanding through performance or creating. Candidates will demonstrate the use of appropriate musical language and terminology to describe and reflect their critical understanding of music, develop perceptual skills in response

to music, and understand music in relation to time and place. Students may opt to develop performance skills through solo or ensemble music or to develop compositional skills through exploration and investigation of musical elements. Students enrolled in this class must complete all IB assessments or reimburse the school the expenses incurred on their behalf. This course may be used to fulfill the Group 6 requirement for the IB Diploma. Most colleges will not give credit for this course.

NOTE:

IB Music SL-2 will be offered during the 2024-2025 SY.

AP Music Theory will not be offered again until the 2025-2026 SY.

These courses are offered in alternating years.

AIR FORCE JUNIOR ROTC

AIR SCIENCE AIR FORCE JUNIOR ROTC: Aerospace Science, Leadership Education, and Health and Wellness

IMPORTANT NOTE:

All Air Force JROTC Cadets will comply with Air Force standards of grooming, wearing the uniform weekly, acceptance of strict standards of discipline, daily customs & courtesies (i.e. military bearing), and any and all other training.

A recommendation from the Senior Aerospace Science Instructor is required in order to advance to the next course level in subsequent years. This recommendation will be based on the cadet's willingness to adjust and adapt to all of the above listed areas with a passing grade. The Senior Aerospace Science Instructor and Principal also reserve the right to deny participation on any and all other reasons deemed appropriate.

Air Force Junior ROTC IS NOT a military recruitment tool, nor is there any requirement to join the military, but it does provide the avenue for entering the military with advanced rank (more pay) or competing for military scholarships.

Air Force Junior ROTC is offered as an elective for students in grades 9-12. **One unit of ROTC can fulfill the requirement for Physical Education.** It is a citizenship development program that encourages students to get involved in their local communities to produce well-informed and helpful citizens. Our Aerospace Science and Leadership Education curriculums are all nationally Cognia accredited. Each Aerospace Science course relates to a different theme: Aviation History, Science of Flight, Exploring Space, and Management of the Cadet Corps. Leadership Education offers cadets the opportunities to shape their character. Cadets learn about character development, elements of good citizenship, effective communications, the importance of choosing the right career path, specific career paths, and all aspects of preparing for college and applying for financial aid. Students also participate in extracurricular and social activities such as field trips, Raider teams, Color Guard, marksmanship team (air rifles), model rocketry, drone, formal social events (Military Ball), helping in the local community, and the opportunity of attending the Cadet Leadership Course in the summer. All uniforms, books and training materials are provided by the Air Force.

Wellness & Physical Fitness: Wellness and physical fitness is an official and integral part of the Air Force Junior ROTC program. The objective is to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. It is 20% of each AFJROTC course and is mandated by the Air Force Junior ROTC Program. It is an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated with age and gender. Beginning of the term and ending of the term assessments are conducted to evaluate initial cadet performance and their subsequent improvement over the course of the term in three fitness categories--push-ups, sit-ups, and a 1-mile run.

AFROTC 1: AVIATION HISTORY / CITIZENSHIP, CHARACTER & AIR FORCE TRADITION
Grades 9, 10, 11, and 12

375101CW
1 Unit

This is the required course for all new cadets. It is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force. Leadership Education will introduce cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program providing a basis for progression through the rest of the program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure, uniform wear, customs and courtesies, and other military traditions; health and wellness, fitness, individual self-control, and citizenship.

AFROTC 2: SCIENCE OF FLIGHT /COMMUNICATIONS, AWARENESS & LEADERSHIP
Grades 10, 11, and 12

375201CW
1 Unit

Prerequisite: AFROTC 1 and approval of the SASI

Science of Flight—A Gateway to New Horizons focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses. Leadership Education stresses communication skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches complement the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of Cadet Corps projects.

AFROTC 3: EXPLORING SPACE, LIFE SKILLS & CAREER OPPORTUNITIES
Grades 11 and 12

375301CW
1 Unit

Prerequisite: AFROTC 2 and approval of the SASI

Exploring Space—The High Frontier focuses on providing students with the latest information on exploring space and an introduction to cybersecurity and technology. The course begins with early astronomy, and proceeds with an in-depth look at our solar system, followed by discussion on the history of space travel and a look at modern space probes and robotics. Students will also examine the effects of space on the human body. *Life Skills and Career Opportunities* will be helpful to students deciding which path to take after high school. Students will be introduced to real life issues from applying to secondary educational institutions to writing a resume and applying for a job. Information will also be presented about financial planning, how to save, invest, and spend money wisely, as well as how not to be caught in the credit trap. Students are informed about understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration will be discussed.

AFROTC 4: MANAGEMENT OF CADET CORPS / FUNDAMENTALS OF MANAGEMENT
Grade 12

375401CW
1 Unit

Prerequisite: AFROTC 3 and approval of the SASI

In this course, fourth year JROTC cadets manage the entire corps. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. Cadets will practice their communication, decision-making, personal-interaction, managerial, and organizational skills. *Fundamentals of Management* provide exposure to the fundamentals of management. The course will present leadership

topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. Ethical dilemmas, case studies, and role play activities are built into the lessons. Selected cadets who have completed three years of AFROTC in an exemplary manner will fill leadership positions in the Corps of Cadets. Pre-approved students will be placed among first year cadet classes in officer positions and complete a leadership practicum as their year-long curriculum.

**CADET LEADERSHIP COURSE (CLC-BASIC) – BASIC CADETS (1ST TIME ATTENDING)
Grades 10 and 11**

**379969CH
1/2 Unit**

Prerequisite: AFROTC 1 and approval of the SASI

This one week live-in school, conducted during the month of June at The Citadel, prepares JROTC Cadets for leadership roles as officers in the cadet corps. This curriculum consists of at least 35 hours of academics, 24 hours of leadership training, and involves physical training, uniform inspection, room inspection, academics, flight drill, parade retreat, and athletics.

**CADET OFFICER LEADERSHIP SCHOOL (CLC-CADRE) – CADRE (RETURNING CADETS)
Grades 10 and 11**

**379970CH
1/2 Unit**

Prerequisite: AFROTC 1 and approval of the SASI

This one week live-in school, conducted during the month of June at The Citadel, puts JROTC Cadets in leadership roles as officers during the camp. This curriculum consists of at least 35 hours of academics, 24 hours of leadership training, and involves physical training. Cadre Cadets will perform and mentor younger cadets in uniform inspections, room inspections, academics, flight drill, parade retreat, and athletics.

PHYSICAL EDUCATION

One unit of credit in physical education is required for the South Carolina High School Diploma. This requirement has traditionally been important because its fulfillment was to assist the student in developing a healthy lifestyle for the rest of his/her life. The only exceptions to this unit requirement in physical education are for students substituting Junior ROTC and students having a physical disability certified by a doctor. Certification of disabilities must be on file with the principal. These students will be allowed to substitute a course supported by the principal. Following is an excerpt from the State Board of Education Regulations

The State Board has previously been petitioned for a waiver of this requirement where the medical condition of the student or the religious beliefs of the student prohibit the student from participating in physical education classes.

In the past, the State Board has previously approved waiver requests where the request has been approved by the State Department of Education, based on the following criteria:

Medical Exemption. The student must present a statement by the attending physician indicating that participation in physical education will jeopardize the student's health and well being.

Religious Exemption. (1) The parent and child must show that the child's attending physical education classes will violate their religious beliefs and would not be merely a matter of personal objection, and (2) the parent and child must be members of a recognized religious faith that objects to physical education as part of its official doctrine or creed.

Wherever possible the State Department staff has encouraged the District to provide the student, as an alternative to physical education appropriate instruction in health education or other instruction in lifestyle modification.

PHYSICAL EDUCATION 1
Grades 9, 10, 11, and 12

344100CW
1 Unit

The purpose of each PE I class is to afford students the opportunity to achieve and maintain a health enhancing level of physical fitness. Students may also work toward optimal levels of fitness. The curriculum is based on the students gaining and implementing knowledge of the components of health-related fitness and the principles of training. This course will include a variety of sports and activities including, but not limited to basketball, flag football, volleyball, and ultimate Frisbee. These activities will help the student develop individual and team skills that will help them strive for and maintain lifelong fitness. All students will complete state-mandated physical fitness testing using the Cooper Institute's FITNESSGRAM test battery.

Students may not enroll in this course if they have earned a PE credit.

PHYSICAL EDUCATION - LIFETIME FITNESS AND WELLNESS
Numbers Below
Grades 10, 11, and 12

1 Unit Each

Prerequisite: Physical Education 1 or AFROTC

This course is designed for students who are not currently involved in team sports at JICHS but who desire an additional PE credit. This course will include an emphasis on lifetime fitness and wellness. It is designed to develop a student's desire to pursue and plan for lifelong physical fitness as well as to increase physical competence, self esteem and motivation to practice lifelong physical activity. Included in the course are basic exercise routines and activities to develop each student's personal fitness. Yoga, Wellness Walking, HIIT, Games and various activities will be included.

Course Numbers:

PE 2: Lifetime Fitness and Wellness 344200CW

PE 3: Lifetime Fitness and Wellness 344300CW

PHYSICAL EDUCATION - WEIGHTLIFTING FOR ALL
Numbers Below
Grades 10, 11, and 12

1 Unit Each

Prerequisite: Physical Education 1 or AFROTC

This course is designed for all students who are interested in improving their overall fitness through weights/strength training. Activities include weight training, flexibility training, speed development and cardiovascular training. Areas discussed will include weight control, proper diet, nutrition and basic anatomy and physiology.

Course Numbers:

PE 2: Weightlifting for ALL 344200CW

PE 3: Weightlifting for ALL 344300CW

PHYSICAL EDUCATION – SPORTS TRAINING
Grades 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Physical Education 1 or AFROTC and teacher recommendation

This course is designed for student athletes who are interested in improving their overall fitness through weights/strength training. Activities include weight training, flexibility training, speed development and cardiovascular training. Areas discussed will include weight control, proper diet, nutrition and basic anatomy and physiology.

Course Numbers	
PE 2 – Sports Training	344200 CW
PE 3 – Sports Training	344300CW
PE 4 – Sports Training	344400CW

PHYSICAL EDUCATION – VARSITY SPORTS
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit Each

Prerequisite: Teacher recommendation

These courses are advanced physical education courses intended for student athletes. Students who participate in an interscholastic sport are encouraged to select the class specific to their sport. The course will include conditioning, strength training and speed development for overall athleticism. Specific skill mechanics, offensive and defensive strategies and other knowledge specific to the course's sport focus will also be studied. The PE Department along with the Guidance Department strongly encourage each student to first enroll in the academic classes in which their guidance counselors recommend. All first year PE students will complete state-mandated physical fitness testing using the Cooper Institute's FITNESSGRAM test battery.

Course Numbers	
PE 2 – Varsity Sports	344200CW
PE 3 – Varsity Sports	344300CW
PE 4 – Varsity Sports	344400CW

UNIFIED PHYSICAL EDUCATION
Grades 10, 11, and 12

3445A1CW
1 Unit

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

Regular education students wishing to take this course must fill out an application, which includes a brief essay and teacher recommendations.

HEALTH

Comprehensive health education is a planned, sequential, kindergarten to twelfth grade curriculum that provides structured and age appropriate experiences to assure that students acquire relevant, scientifically accurate knowledge about health. Health education is instruction intended to motivate health maintenance and promote wellness; to facilitate activities to develop decision-making skills and individual responsibility for one's health; and to provide opportunities for students to develop and demonstrate health-related

knowledge, attitudes, and practices. It provides for the development and practice of skills needed to support health enhancing attitudes, beliefs, and behaviors.

According to the Comprehensive Health Education Law, high school students are required to take a program of instruction in comprehensive health education and at least 750 minutes of reproductive health education and pregnancy prevention education at least one time during the four years of grades nine through twelve. At this time, students can meet the requirements for graduation by taking the following elective semester course:

PERSONAL HEALTH AND WELLNESS
Grades 9, 10, 11, and 12

340200CH
1/2 Unit

This course is designed to develop decision-making skills, which help students make intelligent choices to live healthy productive lives. The course content includes: communication, stress management, problem solving, environmental awareness, personal fitness, nutrition, human sexuality including, family life, pregnancy prevention and sexually transmitted diseases, substance abuse, disease prevention, and career interests. The course will involve field trips, group workshops and projects, guest speakers, films and videos, lectures, tests, and physical fitness exercises.

FAMILY AND COMMUNITY HEALTH
Grades 9, 10, 11, and 12

340100CH
1/2 Unit

This course is designed to encourage students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others. The course provides students with targeted and pertinent information, which they can utilize to develop healthy attitudes and behavior patterns. Critical thinking and decision making skills are taught and practiced throughout the course, as students are encouraged to recognize that they have the power to choose healthy behaviors in order to reduce risks. Areas to be explored include: making responsible decisions; communicating effectively; mental and emotional health; building self-esteem; adolescence relationships & responsibilities; drugs, alcohol and tobacco; human sexuality; families & family relationships; preventing abuse and violence; and peer pressure. Additionally, the class focuses heavily on mental performance. Anyone who has to perform in their life or is interested in a career that requires performing under pressure will benefit from this course (i.e. athletes, performing artists, military, first responders, surgeons, lawyers, etc.)

CAREER AND TECHNOLOGY EDUCATION (CTE)

The mission of the JCHS Career and Technology Education (CTE) program is to provide students with a sequence of secondary courses in which academic and technical knowledge and skills can be acquired.

The Career and Technology Education programs are grouped into career clusters. Students are encouraged to finish a “completer” program. A completer program is a sequence of courses on a specific career pathway that requires a minimum of three or four credits in a Career and Technology Education Program.

Students also have the opportunity to participate in work-based learning activities. Students who participate in Apprenticeship, Work-based Credit, Internship, and Structured Summer Experience may earn an elective unit of credit if requirements are met.

Student leadership training is an integral part of the instructional program for career and technology education. BPA, DECA, FBLA, HOSA, TSA, Skills USA and NTHS are organizations available to students in career clusters.

Note: Courses that have the star (★) symbol meet the statewide Carnegie unit computer science graduation requirement.
 Courses that have an asterisk (*) are the third course in a three-course completer program.

CTE COMPLETER PROGRAMS

**ARCHITECTURE and CONSTRUCTION
CLUSTER**

BUILDING CONSTRUCTION

Required Courses:
 Building Construction 1
 Building Construction 2
 Building Construction 3
 Building Construction 4

**ARTS, A/V TECHNOLOGY & COMMUNICATIONS
CLUSTER**

MEDIA TECHNOLOGY

Required Courses:
 Media Technology 1
 Media Technology 2
 Media Technology 3
 Media Technology 4

DIGITAL ART & DESIGN (Yearbook)

Required Courses:
 Digital Art and Design 1
 Digital Art and Design 2
 Digital Art and Design 3
 Digital Art and Design 4

BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER

GENERAL MANAGEMENT

Required Courses:
 Accounting 1
 Entrepreneurship
Plus one* or more of the following:
 Accounting 2*
 Business Finance
 Business Data Applications*★
 DE Business Principles and Management*
 Fundamentals of Webpage Design and Development*

Marketing*
 Marketing Management
 Business Management and Admin, work-based credit (4th course)

FINANCE CLUSTER

ACCOUNTING

Required Courses:
 Accounting 1
 Accounting 2
Plus one* or more of the following:
 Business Finance*
 Business Data Applications*★
 DE Business Principles and Management*
 Entrepreneurship*

Advanced Personal Finance*
 Finance, work-based credit (4th course)

BUSINESS FINANCE

Required Courses:
 Accounting 1
 Business Finance
Plus one* or more of the following:

Accounting 2
Business Data Applications*★
Entrepreneurship*

Marketing*
Advanced Personal Finance*
Finance Internship, work-based credit (4th course)

HEALTH SCIENCE CLUSTER

Health Science Technology encourages students to become actively involved in developing basic skills for becoming future health care professionals. It is a coherent sequence of courses which provide the student with the knowledge and skills necessary to pursue higher level education or entry level employment in the health field. JICHS's close proximity to MUSC and numerous other health care facilities will greatly enhance employment-based learning which will include job shadowing, internships, health care professional mentoring and other clinical experiences. Community service and Health Occupation Student Association (H.O.S.A.) activities are integrated throughout the curriculum to enhance student leadership and professional skills.

HEALTH SCIENCE

Required Courses:

Health Science 1
Health Science 2

Plus one* or more of the following:

Emergency Medical Services 1
Medical Terminology*
Sports Medicine 1
Sports Medicine 2
Pharmacology for Medical Careers
Health Science, work-based credit (4th course)
Sports Medicine, work-based credit (4th course)

SPORTS MEDICINE

Required Courses:

Sports Medicine 1
Sports Medicine 2

Plus one* or more of the following:

Emergency Medical Services 1
Health Science 1
Health Science 2
Medical Terminology*
Sports Medicine 3*
Pharmacology for Medical Careers
Health Science, work-based credit (4th course)
Sports Medicine, work-based credit (4th course)

HOSPITALITY AND TOURISM CLUSTER

CULINARY ARTS MANAGEMENT

Required Courses:

Culinary Arts Management 1
Culinary Arts Management 2
OR

Culinary Arts Management 1
Baking and Pastry

Plus one* or more of the following:

Accounting 1*
Entrepreneurship*
Intro. to Hospitality and Tourism Management*
Fundamentals of Web Page Design and Development
Hospitality and Tourism, work-based credit (4th course)

HUMAN SERVICES CLUSTER

FAMILY & CONSUMER SCIENCE

Required Courses (at least three of the following):

Fashion, Fabric and Design 1 & 2
Housing and Interiors 1 & 2

Or two courses listed above plus one* or more of the following:

Advanced Personal Finance*

Culinary Arts Management 1*
Introduction to Hospitality and Tourism Management*

EDUCATION AND TRAINING

Required Courses:

Introduction to Teaching 1
Introduction to Teaching 2

Plus two of the following:
DE Teacher Cadet (Completers Only)
Entrepreneurship

Fundamentals of Web Page Design & Dev.
Health Science 1

INFORMATION TECHNOLOGY CLUSTER

The *Networking Systems* and *Information Support and Services* Clusters at JICHS are for students who wish to learn about computer hardware, software and networking. Students who are interested in how computers work and communicate should take these courses.

GAME AND INTERACTIVE MEDIA DESIGN

Required Courses:

Foundations of Animation★
Game Design and Development★

Plus two of the following:

Accounting 1
Advanced Animation★
AP Computer Science Principles
Digital Art and Design 1 (Yearbook 1)
Computer Programming with Java 1★
Entrepreneurship
Fundamentals of Computing★
Fundamentals of Web Page Design & Dev.★
Media Technology 1
Networking Fundamentals★

INFORMATION AND SUPPORT SERVICES

Required Courses:

Computer Repair and Service★
Advanced Computer Repair and Service★
Plus one* or more of the following:
Advanced Networking★
Advanced Web Page Design & Development★
Computer Programming with Java 1*★
Computer Programming with Java 2★

Entrepreneurship
Fundamentals of Computing*★
Fundamentals of Web Page Design & Dev.*★
Game Design and Development*★
Networking Fundamentals*★
Information Technology, work-based credit (4th course)

NETWORKING SYSTEMS

Required Courses:

Networking Fundamentals★
Advanced Networking★
Plus one* or more of the following:
AP Computer Science Principles*
Advanced Computer Repair and Service
Computer Programming with Java 1★

Computer Programming with Java 2★
Computer Service Repair★
CyberSecurity Fundamentals★
Entrepreneurship*
Fundamentals of Computing*★
Fundamentals of Web Page Design & Dev.*★
Advanced Web Page Design & Development★
Information Technology, work-based credit (4th course)

PROGRAMMING AND SOFTWARE DEVELOPMENT

Required Courses:

Computer Programming with Java 1★
Computer Programming with Java 2★
Plus one* or more of the following:
Advanced Web Page Design & Development★
AP Computer Science Principles*
CyberSecurity Fundamentals★
Entrepreneurship
Foundations of Animation★
Fundamentals of Computing*★
Fundamentals of Web Page Design & Dev.*★
Game Design and Development*★
Information Technology, work-based credit (4th course)

WEB AND DIGITAL COMMUNICATIONS

Required Courses:

Fundamentals of Web Page Design & Dev.★
Advanced Web Page Design & Development★
Plus one* or more of the following:
AP Computer Science Principles*
Business Data Applications
Networking Fundamentals*
Entrepreneurship
Foundations of Animation*★
Fundamentals of Computing*★
Game Design and Development*★
Image Editing*
Information Technology, work-based credit (4th course)

MARKETING CLUSTER

MARKETING MANAGEMENT

Required Courses:

Marketing

Marketing Management or Sports and Entertainment Management

Plus one* or more of the following:

Accounting 1*

Accounting 2

Business Finance*

Business Data Applications*★

DE Business Principles and Management*

Entrepreneurship*

Intro to Hospitality and Tourism*

Marketing, work-based credit (4th course)

STEM CLUSTER

(Science, Technology, Engineering and Math) JCHS is a certified Project Lead the Way engineering school. Students that wish to major in architecture or engineering in college should take pre-engineering classes. All pre-engineering courses are Honors level. To receive AP credit, students must earn a qualifying score of three or higher on the AP exam(s) for POE, Civil, or Engineering Design and Development.

PRE-ENGINEERING (PROJECT LEAD THE WAY)

Required Courses:

PLTW-Introduction to Engineering Design

PLTW-Principles of Engineering ★

PLTW-Civil Engineering and Architecture

PLTW Engineering Design and Development

Optional 5th course: STEM work-based credit

CTE COURSE DESCRIPTIONS

ACCOUNTING 1

Grades 10, 11, and 12

500100CW

1 Unit

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

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.

DE ACCOUNTING 1 (ACC 101)

Grade 11 and 12

673000EW

1 Unit; College - 3 hours

Prerequisite: MAT 101 or MAT 155 or appropriate placement

This course introduces basic accounting procedures for analyzing, recording and summarizing financial transactions, adjusting and closing the financial records at the end of the accounting cycle, and preparing financial statements. This course is designed to include all aspects of financial accounting at the introductory level.

ACCOUNTING 2
Grades 11 and 12

500500CW
1 Unit

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

Students will develop 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 knowledge of accounting principles through the use of computer software and simulated activities.

★ADVANCED ANIMATION
Grades 11 and 12

532100CW
1 Unit

Prerequisite: Foundations of Animation

This course teaches students how to use 3D animation software to model, animate, and render with a focus on establishing a working knowledge of animation tools and techniques. Emphasis is placed on career awareness, fundamentals of modeling, storyboard creation, cameras and lighting. Students will learn how 3D technology is used for film, broadcast, and games.

★ADVANCED COMPUTER REPAIR AND SERVICE
Grades 10, 11, and 12

532100CW
1 Unit

Prerequisite: Computer Repair & Service or Networking Fundamentals

This course covers more in depth fundamentals of computer hardware and software. Students who complete this course will be able to install an operating system and troubleshoot operating system issues using system tools and diagnostic software.

Requirement: Students must have daily access to a computer at home for curriculum and hands on practice.

★ADVANCED NETWORKING
Grades 10, 11, and 12

531100CW
1 Unit

Prerequisite: Networking Fundamentals or Computer Repair & Service

Upon completion of Networking 2, students have an understanding of: TCP-IP Protocol Suite and IP addressing and subnetting; Network operating systems; Ethernet technologies; Routing fundamentals.

Requirement: Students must have daily access to a computer at home for curriculum and hands on practice.

★ADVANCED WEB PAGE DESIGN AND DEVELOPMENT
Grades 10, 11, and 12

503300CW
1 Unit

Prerequisite: Fundamentals of Web Page Design and Development

This advanced course is designed to provide students with the knowledge and skills necessary to pursue careers in web design and development. Students will develop an in-depth understanding and use of HTML, CSS, JavaScript, layout techniques, and other industry-standard practices. In addition, students will learn

scripting technologies to create dynamic and interactive websites. Students will maintain a professional quality portfolio of web design work. Successful completion of this course will prepare students for industry certification.

BAKING AND PASTRY
Grades 11 and 12

572300CW
1 Unit

Prerequisite: Culinary Arts Mgmt 1

Baking and Pastry for secondary students is a course that provides students an opportunity to develop foundational skills needed for a seamless transition to a postsecondary program, workforce, or military. Students will develop advanced skills in safety and sanitation in addition to management and professionalism. Specialized content includes units on formulas and techniques, basic baking principles, specialized dietary baking, breads, desserts and pastries, and advanced techniques for specialty cakes, confections, piping, plate presentation, and flavor pairing. Concepts are aligned with competencies from the American Culinary Federation (ACF) Education foundation assessment and ACF Retail Commercial Baking Certification. Integration of the strategies from the Family and Consumer Sciences student organization, Family, Career and Community Leaders of America (FCCLA), provides leadership and entrepreneurship development in addition to an opportunity to compete and demonstrate technical skill attainment. Participation in the career and technology student organization, SkillsUSA, provides the students with the opportunity to compete and display professional baking techniques.

BUILDING CONSTRUCTION 1,2, & 3
Grades 10, 11, and 12

See Course Numbers Below
1 Unit

Prerequisite: Algebra 1

Building Construction 2 – successful completion of BC1, including all required NCCER Module Assessments.

Building Construction 3 – successful completion of BC2, including all required NCCER Module Assessments.

Building Construction 4 – successful completion of BC3, including required OSHA 10–Construction certification.

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 reading, 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.

Required attire: long pants and steel-toe work boots.

Certification requirements:

Building Construction 1 – NCCER Module Assessments, must pass each with a minimum score of 70 (Required assessments: safety, math, hand tools, power tools)

Building Construction 2 – NCCER CORE certified (Required assessments: employability, construction drawings, communication, material handling)

Building Construction 3 – OSHA 10–Construction certification

Course Numbers

Building Construction 1 606000CW

Building Construction 2 606100CW

Building Construction 3 606200CW

★BUSINESS DATA APPLICATIONS
Grades 9, 10, 11, and 12

502100CW
1 Unit

The collection, manipulation, storage, and retrieval of data has become an important tool and indicator of business success. Decisions are made based on data analysis that impact all parts of society. In Data Applications, students analyze different data sets, collect, manipulate, store, secure, and retrieve data using electronic spreadsheets and database software applications. Students use problem-solving and critical thinking skills to prepare computational artifacts which will be used to make informed decisions using a real world approach.

BUSINESS FINANCE
Grades 10, 11, and 12

527300CW
1 Unit

Recommendation: Accounting 1

This course is designed to provide students with an understanding of how corporations, organizations, and businesses handle money. Concepts include the management of money, accounting methodologies, investing strategies, and effective financial management.

DE BUSINESS PRINCIPLES AND MANAGEMENT (MGT 101)
Grade 11 and 12

674000EW
1 Unit; College - 3 hours

This course is a study of management theories, emphasizing the management functions of planning, decision making, organizing, leading and controlling.

CIVIL ENGINEERING AND ARCHITECTURE (PLTW)
Grades 11 and 12

605800HW
1 Unit

Prerequisite: CP Geometry or Higher, Intro to Engineering and Principles of Engineering

This course is the study of the design and construction of residential and commercial building projects. The major focus of the course is to expose students to the design and construction of residential and commercial building projects which will include architectural drawings, site planning, landscape design, structural design, and foundation systems. Utilizing activity-project-problem-based (APPB) teaching and learning, students will analyze, design, and build both physical and digital Computer-Aided Design (CAD) models of residential and commercial facilities. While implementing these designs, students will continually hone their interpersonal skills, creative abilities and understanding of the design process. This course applies and concurrently develops secondary level knowledge and skills in mathematics, science, art, and technology.

★COMPUTER PROGRAMMING WITH JAVA 1
Grades 9, 10, 11, and 12

505200CW
1 Unit

Prerequisite: Algebra 1

This course emphasizes the fundamentals of computer programming. Students learn the principles of object-oriented programming using Java and JavaScript. After completing the course, students should be able to write simple programs and 2-D games for a personal computer.

★COMPUTER PROGRAMMING WITH JAVA 2
Grades 10, 11, and 12

505300CW
1 Unit

Prerequisite: Computer Programming w/JAVA 1

This course is a continuation of Computer Programming 1. Students learn top-down and object-oriented program design, standard data structures, and how to design more complex programming codes using Java and JavaScript.

★COMPUTER REPAIR AND SERVICE
Grades 10, 11, and 12

532000CW
1 Unit

Prerequisite: Keyboarding proficiency and Algebra 1

This course covers the fundamentals of computer hardware. Students who complete this course will be able to describe the internal components of a computer and assemble a computer system. Students will also learn to share resources in a computer network environment.

Requirement: Students must have daily access to a computer at home for curriculum and hands on practice.

★AP COMPUTER SCIENCE PRINCIPLES
Grades 9, 10, 11, and 12

477500AW
1 Unit

Prerequisite: Algebra 2 or Geometry

Recommendation: Complete Algebra 2 Honors or Geometry Honors with a grade of 80+ or Algebra 2 or Geometry with a grade of 85+.

This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. This rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Each student must take the Advanced Placement examination for possible college credit. The AP exam for this course consists of a multiple choice section and an externally graded research project.

CULINARY ARTS MANAGEMENT 1
Grades 10 and 11

572000CW
1 Unit

Prerequisite: Intro to Hospitality and Tourism

PUT YOUR CHEF HAT ON! Culinary Arts 1 is a required course for the Culinary Arts completer program. This course emphasizes skills in the following areas: cuisines, culinary basics, culinary mathematics, dining room operations, food production techniques, food service management, menus nutrition, professionalism, recipes, safety and sanitation, and sustainability. Integration of the Family and Consumer Sciences

co-curricular student organization, Family Careers, and Community Leaders of America (FCCLA) and SkillsUSA, greatly enhances the learning experience. Employment opportunities and qualifications are explored as well as industry certifications. Successful completion of ServSafe Food Handlers Certification.

Required attire for food labs: black shirt and black pants. Black apron and hairnet are provided.

CULINARY ARTS MANAGEMENT 2
Grades 10, 11, and 12

572100CW
1 Unit

Prerequisite: Culinary Arts Mgmt 1 with successful completion of ServSafe Food Handlers Certification

IT'S TIME TO DON YOUR JUNIOR CULINARIAN UNIFORM! Culinary Arts Mgmt 2 is a required course for the Culinary Arts completer program. This course applies and expands upon the skills learned in Culinary Arts 1. Students will gain valuable experience in the following: cuisines, culinary basics, culinary mathematics, dining room operations, food production techniques, food service management, menus, nutrition, professionalism, recipes, safety and sanitation, and sustainability. Integration of the Family and Consumer Sciences co-curricular student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances the learning experience. Students are strongly encouraged to achieve appropriate workplace certification.

Required attire for food labs: black shirt, black pants, and chef coat. Hairnet is provided.

EMERGENCY MEDICAL SERVICES 1
Grades 11 and 12

553100CW
1 Unit

Prerequisite: Health Science 1 and 2, or Sports Medicine 1 and 2 and Medical Terminology

This course is the first in a sequence of courses and is designed to teach students how to recognize and respond to various emergencies. Students will learn basic anatomy and physiology as it relates to injury management and treatment. They will be provided with the knowledge and skills necessary to recognize and care for emergencies in adults, children, and infants until professional medical help arrives. Students will obtain CPR/AED certification and will be required to perform light physical activity.

ENGINEERING DESIGN AND DEVELOPMENT (PLTW)
Grades 11 and 12

605400HW
1 Unit

Prerequisite: Intro to Engineering, Principles of Engineering, and Civil Engineering and Architecture

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development 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 Engineering Design and Development ready to take on any post-secondary program or career.

ENTREPRENEURSHIP
Grades 10, 11, and 12

540000CW
1 Unit

This course is designed to provide students with the knowledge and skills leading to the development of a business plan for small business ownership. An important part of the course will be the incorporation of traditional and non-traditional marketing strategies, technology, staffing, and financial considerations.

FASHION, FABRIC & DESIGN 1 **580400CW**
Grades 9, 10, 11, and 12 **1 Unit**

This course is a basic course designed to develop skills in the selection, purchase, design, care, and construction of textile products. The course emphasizes critical thinking skills needed for making wise consumer choices and career decisions. Equipment and supplies will be provided.

FASHION, FABRIC & DESIGN 2 **580500CW**
Grades 10, 11, and 12 **1 Unit**

Prerequisite: Fashion, Fabric, & Design 1

This course is a comprehensive course designed to advance skills in the selection, purchase, design, care, and construction of textile products. Contextual learning experiences further develop critical thinking skills needed for success in the professional environment. Equipment and supplies will be provided.

★FOUNDATIONS OF ANIMATION **535000CW**
Grades 10, 11, and 12 **1 Unit**

Prerequisite: High School Computer Science course

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

★FUNDAMENTALS OF COMPUTING **502300CW**
Grades 9, 10, 11, and 12 **1 Unit**

Recommendation: Grade 9 and 10 students

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

★FUNDAMENTALS OF WEB PAGE DESIGN AND DEVELOPMENT **503100CW**
Grades 9, 10, 11, and 12 **1 Unit**

This course will guide students in the development of websites in a project-based, problem-solving environment. Students will learn the industry standard languages, HTML and CSS, which are used in every

website on the web today. Students will learn how to create a portfolio of content-rich, well-styled websites. Successful completion of this course will prepare students for industry certification.

★GAME DESIGN AND DEVELOPMENT
Grades 10, 11, and 12

535200CW
1 Unit

Prerequisite: Any computer science course★

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

HEALTH SCIENCE 1
Grades 9, 10, 11, and 12
1 Unit

555000CW

Prerequisite: Biology 1

This course is designed for students who are interested in more in-depth information about careers in the healthcare field. The curriculum places emphasis on defining the roles and responsibilities of the health-care team and the promotion of a realistic self-perception of abilities, interests and personal goals. HOSA membership is encouraged and HOSA activities are integrated in the daily curriculum. The curriculum is based on the National Healthcare Foundation Standards.

HEALTH SCIENCE 2
Grades 10, 11, and 12

555100CW
1 Unit

Prerequisite: Health Science 1 with a grade of 75% or higher

This course is a continuation of Health Science 1 and is for students who have a strong interest in the field of health-care. It acquaints students with basic anatomy, physiology and pathology of the human body. Students learn the relationship body systems have with disease processes. Basic health care procedures and HOSA activities are integrated into the program. Students will be certified by the American Heart Association Healthcare Provider CPR.

HOUSING & INTERIORS 1 & 2
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit

“Home is where the heart is,” and the house shelters that home. Enroll in this course to begin preparations for your future dream home. Housing and Interiors 1 provides opportunities for students to evaluate the housing market; housing needs for individuals, families, and communities; and career pathways in the housing and interiors industries. Identification of the elements and principles of design is emphasized. Students will develop knowledge and skills that enable them to plan safe and affordable homes for changing families in a world of diverse interests, cultures, and values. Projects are integrated throughout the course.

Course Numbers
Housing & Interiors 1 583000CW
Housing & Interiors 2 583100CW

IMAGE EDITING (Photoshop)
Grades 9, 10, 11, and 12

534000CW
1 Unit

Prerequisite: Fundamentals of Computing or Digital Multimedia and/or any digital literacy course

Image editing tools are used by industry professionals to edit and enhance most images presented in magazines, newspapers and other media. This course is designed to provide students with the knowledge and skills needed to master image manipulation and photographic retouching. Students will explore the technical and artistic aspects of image editing by creating images to be used in various types of media. Successful completion of this course will prepare the student for industry certification.

INTRODUCTION TO ENGINEERING DESIGN (PLTW)
Grades 9, 10, 11, and 12

605100HW
1 Unit

Prerequisite: Algebra 1

This course is an introductory course that develops student problem solving skills with emphasis placed on the development of three-dimensional computer models. Students will learn a problem solving design process and how it is used to design products. A Computer-Aided Design System (CAD) will be used to create, analyze, and evaluate the designs. The techniques learned and equipment used will be utilized in other pre-engineering courses where students will build upon the skills they acquired in this course.

INTRODUCTION TO HOSPITALITY AND TOURISM MANAGEMENT
Grades 9, 10, and 11

547800CW
1 Unit

This course explores the nature, concepts and impact of the hospitality and tourism industry. This course focuses on foundational information about the hospitality and tourism industry and provides opportunities for students to get a taste of what hospitality and tourism is all about. Course content includes: career exploration, employability and career development skills, guest satisfaction, safety, security and environmental practices, the history of the hospitality industry, and the hospitality and tourism segments. Students are encouraged to participate in extended learning experiences such as career and technical student organizations (FBLA, FCCLA and/or DECA) and other leadership or extracurricular organizations to enhance their learning. F

INTRODUCTION TO TEACHING 1
Grades 10, 11

570300CW
1 Unit

Introduction to Teaching Level 1 prepares students for employment and post-secondary opportunities in the education field. The program provides instruction in the foundations of education, human growth and development, learning and environment, planning and instruction, collaborative relationships, and Education and Training career pathways. Technology and 21st Century employability skills are integrated throughout the course work.

INTRODUCTION TO TEACHING 2
Grades 10, 11

570400CW
1 Unit

Prerequisite: Introduction to Teaching 1

Introduction to Teaching Level 2 prepares students for employment and post-secondary opportunities in the education field. The program provides instruction in the learning and environment, planning and instruction, collaborative relationships, and Education and Training career pathways. Technology and 21st Century employability skills are integrated throughout the course work. The course offers numerous opportunities for authentic and simulated experiences.

MARKETING
Grades 10, 11, and 12

542100CW
1 Unit

Marketing introduces marketing concepts; examines the economic, marketing and business, and human resource fundamentals of marketing; and overviews the marketing functions of selling, promotion, distribution, risk management, pricing, purchasing, marketing information management, product/service planning, and financing.

MARKETING MANAGEMENT
Grades 11 and 12

543100CW
1 Unit

Prerequisite: Marketing

This course continues the analysis of the marketing functions by examining human resource foundations, marketing and business fundamentals, distribution, promotion, and selling as applied in merchandising. Students may receive an elective unit of credit by participating in co-op.

MEDIA TECHNOLOGY 1, 2, 3, 4
Grades 9, 10, 11, and 12

See Course Numbers Below
1 Unit

Prerequisite: Media Technology 1 – none; Media Technology 2, 3, 4 – previous course

In the Media Technology program, students will explore the general field of communications focused primarily on media production industries. Students will get hands-on experience in basic production techniques for audio, video, and film. They will work collaboratively while writing, producing, directing, and editing projects of increasing complexity, using industry-standard software and equipment. Students will also learn about related fields such as graphic design, broadcast journalism, animation, sound design and engineering, special effects, online media development, marketing, and corporate communications. Program completers will compile their works for inclusion in a portfolio, for use in this program of study, the workforce, or postsecondary education. These classes require occasional outside work time, often during lunch and after school. Production of the school news show is also required.

Course Numbers

Media Technology 1	612400CW
Media Technology 2	612500CW
Media Technology 3	612600CW
Media Technology 4	612700CW

MEDICAL TERMINOLOGY
Grades 11 and 12

554000CW
1 Unit

Prerequisite: Grade of 70+ in either Health Science 1 or Sports Med 1
Recommended: Anatomy and Physiology

Medical terminology is designed to develop in students a working medical language. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. Utilizing a body systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Common abbreviations applicable to each system will be interpreted. Knowledge of medical terminology enhances a student's ability to successfully secure employment or pursue advanced education in health science.

★NETWORKING FUNDAMENTALS
Grades 10, 11, and 12

53100CW
1 Unit

Prerequisite: Computer Repair

Upon completion, students have an understanding of: Networking terminology and protocols, LANs and WANs, Open Systems Interconnection (OSI) model, Ethernet, and Internet Protocol (IP) addressing, Design and documentation of a basic network and structured cabling, Network-to-network communications.
Requirement: Students must have daily access to a computer at home for curriculum and hands on practice.

ADVANCED PERSONAL FINANCE
513100CW
Grades 9, 10, 11, and 12

1 Unit

This course introduces students to the fundamentals of personal finance, which include budgeting, credit and lending processes, maintaining accounts, evaluating investments, managing financial risk, computing taxes, and analyzing the basic elements of finance. Students will be exposed to the tools and knowledge to make sound financial decisions for life. *This course fulfills the Personal Finance requirement for graduation.*

PERSONAL FINANCE
514100CH
Grades 9, 10, 11, and 12

.5 Unit

This one half unit (.5) Personal Finance course fulfills the requirement for graduation credit. It is designed to help students develop skills to make informed financial decisions, manage financial resources, and plan for future financial success. Using experiential activities, students will learn the basic principles of personal finance and how to manage their money in a global economy, which include budgeting, banking, insurance, mortgages, savings, investments, inheritance, retirement, tax, and estate planning. Students will also learn about consumer protection laws, internet safety, and cyber security, enabling them to safeguard financial information against technology-based attacks.

PHARMACOLOGY FOR MEDICAL CAREERS
Grade 12

55700CW
1 Unit

Prerequisite: Health Science 2 and Medical Terminology or Sports Medicine 2 and Medical Terminology with teacher approval (Students must be a completer in any health science pathway with a minimum grade of 75% in previous courses to enroll in this course.)

Pharmacology for Medical Careers is a program designed to inform senior level students about pharmacology in the medical field. Through project-based activities, classroom lab experiences, and work-based learning opportunities students are exposed to pharmacy careers and benefit from pharmacology, math, and science standards included in this course.

★PRINCIPLES OF ENGINEERING (PLTW)
Grades 10, 11, and 12

605000HW
1 Unit

Prerequisite: Introduction to Engineering Design
Recommended: Algebra 1

This course is a broad-based survey course designed to provide exposure to a variety of engineering topics and systems. Students' problem solving skills will be enhanced through application of the design process. Hands-on projects may include design and construction of a compound simple machine, a virtual bridge, a computer controlled marble sorter, and a ping pong ball launcher. These projects provide "real world" applications of the engineering theory taught as part of the class. Topics include simple machines and gears, fluid systems, control systems, electrical systems, statics, strength of materials, thermodynamics, and kinematics.

SPORTS AND ENTERTAINMENT MANAGEMENT
Grades 11 and 12

542600CW
1 Unit

Prerequisite: Marketing

Students will apply concepts learned in Marketing and study the key concepts in management and managerial principles as related to the sports and entertainment industry. Topics that will be addressed include leadership, finance, product management, people management, information management, legal and ethical issues, customer relations, sales management, change management, and career development.

SPORTS MEDICINE 1
Grades 9, 10, 11, and 12
1 Unit

555500CW

Recommended: Personal Health or Biology

Sports Medicine I emphasizes the prevention of athletic injuries, including the components of exercise science, anatomy, principles of safety, first aid, cardiopulmonary resuscitation (CPR), and vital signs. Subject matter will also include discussion of legal issues, members of the sports medicine team, nutrition, protective sports equipment, environmental safety issues, taping and wrapping, mechanisms of injury, and application of other sports medicine concepts. Students interested in healthcare careers in athletic training, physical therapy, medicine, exercise physiology, nursing, biomechanics, nutrition, psychology, and radiology will benefit from this course.

SPORTS MEDICINE 2
Grades 10, 11, and 12

555600CW
1 Unit

Prerequisite: Sports Medicine 1

Sports Medicine 2 emphasizes the assessment and rehabilitation of athletic injuries. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in athletic activities. In addition, the use of appropriate therapeutic modalities and exercise in the care and rehabilitation of injuries will be examined. Advanced concepts related to the administrative aspects of the sports medicine program will also be covered in this course. Students will be required to complete a practical component. Each student in the class will attend a full week of after school football practices, attend that week's game and ten (10) additional athletic events as assigned by instructor. Duties will include taping athletes, treating injuries, rehab, and equipment set up.

SPORTS MEDICINE 3
Grades 11 and 12

555700CW
1 Unit

Prerequisite: Sports Medicine 2 with a grade of 75% or higher.

Sports Medicine 3 emphasizes the student's ability to apply concepts from previous Sports Medicine course work to real-world situations and scenarios. A priority will be placed on understanding the current research and evidence based practices affecting the practice of sports medicine professionals. Students will develop policies, procedures, and guidelines based on these aspects, as well as explore detailed treatment and rehabilitation procedures for common athletic injuries. Students are expected to participate in clinical situations either at school with their athletic department or in an outside clinical setting for real world experience.

YEARBOOK
Grades 10, 11, and 12

See Course Numbers Below
1 Unit

Prerequisite: Teacher recommendations/approval; Courses taken sequentially

This course is designed for highly motivated college bound students who have demonstrated academic achievement in verbal skills and the ability to work independently in order to meet production deadlines. Students will be actively involved in the production and budget of the school yearbook. Students need to enjoy advertising, interviewing, and writing. All students will be assigned weekly coverage of all school related events. Students enrolled in this class are REQUIRED to contact businesses regarding advertising. This course includes after-school activities throughout the semester. Students with exceptional writing techniques and photography skills are encouraged to enroll.

Course Numbers

Yearbook 1 – Digital Art and Design 1	612000CW
Yearbook 2 – Digital Art and Design 2	612100CW
Yearbook 3 – Digital Art and Design 2	612200CW
Yearbook 4 – Digital Art and Design 2	612300CW

DE TEACHER CADET – EXPERIENCING EDUCATION (EDUC 101)
Grades 11 and 12

373500EW
1 Unit; College – 3 hours

Prerequisite: 3.0 GPA, application process

Sponsored by the Center for Educator Recruitment, Retention, and Advancement, the Teacher Cadet Program is recognized as the most effective pre-collegiate teacher recruitment program in the country. This course enables students to experience education through school related materials and activities--discussions,

readings, guest speakers, field trips, products, presentations, role plays, a field experience, and community service. The Teacher Cadet course is based on a three-part curriculum –The Learner, The Teacher, and The School. Students will be paired with master teachers and complete a field experience during which they will assist and teach in classrooms on the elementary, middle, or high school level. Students who successfully complete the course may earn three hours of transferable college credit through the College of Charleston.

DE EDUCATIONAL PSYCHOLOGY (EDUC 202)
Grades 11 and 12

639100EW
1 Unit; College – 3 hours

Prerequisite: 3.0 GPA, successful completion of DE Teacher Cadet: Experiencing Education

This course focuses on the dynamics of human learning and the psychological principles that serve as the foundation for educational practice. The general goal is to introduce students to the field of educational psychology and apply the concepts, theoretical principles, and research findings from the discipline of psychology to the planning and implementation of effective instructional strategies in the classroom. Major emphasis is placed on assisting students in gaining a functional knowledge of the ideas explored and includes a 9-week field experience. This is the follow up course to Teacher Cadet: Experiencing Education. Students who successfully complete the course may earn an additional three hours of transferable college credit through the College of Charleston.

INTERNS THAT WORK
Grades 11 and 12

379966CW
1 Unit

Prerequisite: The WBL Experience should be in line with their declared or secondary major on their IGP.

Students may be awarded credit for Work-Based Experiences that meet acceptable criteria.

The following information will help you understand the Interns That Work program further:

- The work-based credit will be awarded only if the work experience is in line with the student's chosen career major.
- Students must provide their own transportation.
- **Students should work an average of 7.5 hours per week, M – F, after their scheduled school hours.**
- Students are required to complete a WBL Credit Training Agreement, weekly journals, bi-weekly time sheets, and daily attendance with the ITW teacher of record.
- Supervisor evaluations must be completed at Midpoint and End of Semester.

INTERNS THAT WORK 2
379967CW
Grades 11 and 12

1 Unit

Prerequisite: ITW 1

Requirements: Same as ITW1

WORK-BASED CREDIT
Grades 11 and 12

See Course Numbers Below
1 Unit

Prerequisite: Students must be in their 3rd or 4th course within their major. No exceptions. The WBL Experience should be in line with their declared major on their IGP.

Students may be awarded credit for Work-Based Experiences that meet acceptable criteria.

The following information will help you understand the WBL program further:

- Students **MUST** be enrolled in or have completed their 3rd course within a specific CTE Program.
- The work-based credit will be awarded only if the work experience is in line with the student's chosen career major.
- Students must provide their own transportation.
- **Students should work an average of 7.5 hours per week, M - F, after their scheduled school hours.**
- Students are required to complete a WBL Credit Training Agreement, weekly journals, bi-weekly time sheets, and daily attendance with the WBL teacher of record.
- Supervisor evaluations must be completed at Midpoint and End of Semester.

Work-Based Credit Course Numbers:

Arts, Audio-Video, and Comm	529000CW	Sports Medicine	559100CW
Business, Management, and Admin	549000CW	Family and Consumer Sciences	589000CW
Education and Training	639000CW	Information Technology	539000CW
Health Science	559000CW	Marketing, Sales, and Service	509100CW
Hospitality and Tourism	519000CW	Pre-Engineering	609000CW

CCR 40+ HOURS

CCR 40+ indicator meets the requirement for a student to be Career Ready.

Will not be on transcript and is non credit bearing

WBL Career Ready Qualifier Requirements:

- Student's primary or secondary IGP must align with the experience placement.
- Students must have earned a minimum of one course credit related to the placement.
- Career Ready Training Agreement with a duration allowing for 40+ hours of experience and established evaluation date at the end of the experience.
- Training Agreement, Evaluations with 40 hour minimum signed by supervisor on file at school with Teacher of Record.

FREQUENTLY ASKED QUESTIONS

Repeating seniors who withdraw during the Spring Term should bear in mind the following points:

Graduation ceremonies for our high school will take place at the end of the 180-day school calendar. Students, who have withdrawn in good standing, having met all graduation requirements, will be invited to participate in the graduation ceremonies.

Diplomas will be issued on the graduation ceremony date. A student who has completed graduation requirements prior to that time will not be issued a diploma for an earlier date. A student, who wishes to have a credential issued earlier than the graduation ceremony date, may submit a written request for a transcript that will reflect his status. The Principal will also write a letter indicating that the student has met South Carolina high school graduation requirements.

Once withdrawn, students may not participate in any school activities, other than the graduation ceremony that require student enrollment status. In other words, withdrawn students will not enjoy any privileges or services that are accorded to enrolled students.

ADULT EDUCATION

Charleston County School District's Office of Adult Education offers students who are officially withdrawn from the K-12 program the opportunity to complete their high school education. Students who are 17 years of age must have local school board (constituent) approval prior to enrolling.

As outlined in State Board Regulation 43-259: GRADUATION REQUIREMENTS, a student has two courses of

study to earn their high school credential. Students can meet current requirements for graduation and receive a State of South Carolina High School Diploma or study to prepare for the State GED Test and receive a State of South Carolina High School Equivalency Diploma. Students must be 18 years of age and over or have approval from the local school board to attend the Adult Education Program. No student shall graduate from adult education prior to the time that he or she would have graduated from the K-12 program.

Special Education students who are not 21 before September 1st, who received special education services while enrolled in K-12, must have an IEP meeting prior to enrolling in Adult Education. The IEP team will determine if Adult Education is an appropriate referral. Currently enrolled K-12 students and students who withdrew from K-12 in the past 2 years should contact their IEP case manager at the home school to begin the referral process.

Adult Education High School Diploma Program (R43-259 Section C): Students may complete and earn their State of South Carolina High School Diploma by enrolling in the Adult Education High School Diploma Program. Students must earn 24 units. Units earned through an accredited high school will transfer to the Adult Education program and count towards the required number of units.

The following units are required by the Adult Education Program to earn a State of South Carolina High School Diploma:

English/Language Arts	4 units
Mathematics	4 units
*U.S. History & Constitution	1 unit
Economics	1/2 unit
U.S. Government	1/2 unit
Social Studies	1 unit
**Science	3 units
***Computer Science	1 unit
Electives	9 units
Total	24 units

*Charleston Adult Education only offers US History as credit recovery.

** The new Biology 1 EOC requirement becomes effective 2010-2011. Charleston Adult Education does not offer Physical Science or Biology 1.

Students can be considered for Life Scholarships. The college or university makes the determination if a student is eligible. Adult Education students are not given a class rank.

Adult Education High School Equivalency Diploma (R43-259 Section B): A student may study and prepare to take the General Educational Development (GED) Test. Upon successful completion of the GED Test a student will be issued a State of South Carolina High School Equivalency Diploma. The State Board of Education authorizes the administration of the GED Tests by the State Department of Education under policies established by the State Board of Education and the Commission on Educational Credit and Credentials (American Council on Education) and procedures established by the GED Testing Service, Washington, DC. This credential is recognized by the state's two and four year colleges.

The Office of Adult Education offers the following options for study and preparation for the State GED Test.

1. Administration of the Official GED Practice Test: For a student to determine readiness to take the State GED test. Test battery will include Mathematics, Language Arts/Writing, Science, Social Studies, and Language Arts/ Reading.

2. GED Preparation: For students who need time to review academic skills in Mathematics, Language Arts/Writing, Science, Social Studies, and Language Arts/Reading. Classes are offered to help students prepare for the State GED Test. Students may study for all sections or brush-up on skills in only those areas that are needed.

Enrollment in Adult Education: The following information and procedures are necessary to assist with the

enrollment of a student in the Adult Education program. Students 17 years of age must have the local school board (constituent) letter to enroll.

High School Diploma Program: To enroll in high school diploma programs, students must bring the following from their K-12 school:

- Official school withdrawal letter
- Unofficial Transcript
- Copy of Birth Certificate
- PASS scores
- Local school board constituent letter if 17 years old
- Official transcripts and test scores will be requested by Adult Education

Students must have earned 12 or more units in the K-12 program to enroll in the Adult Education High School Diploma Program. Required units are English I, English 2, the equivalent of Algebra 1, Physical Science with EOC, Biology 1 with EOC, Computer Science, and seven other units. If less than 12 units, students can enroll in the GED program. Students can enroll in the GED Program with any number of units. There are no credit requirements for enrolling in the GED Preparation program.

Adult Education offers the following courses: CP English III, CP English IV, Algebra II, Geometry, Probability & Statistics, Earth Science, Environmental Studies, American Government, Economics, Law Education, Psychology, Sociology, Global Studies I, and Global Studies II. US History is only offered as credit recovery.

Adult Education GED Preparation : To enroll in GED Preparation classes students must be officially withdrawn from the K-12 program, provide an unofficial transcript, and have local school board (constituent) letter of approval if 17 years of age. The Office of Adult Education will make program recommendations, provide the State GED Applications, and facilitate the completion of the State Department of Education GED Testing Office Verification of School Withdrawal Form. Brochures detailing days, times, locations, and fees will be available at all guidance offices, constituent board offices and adult Education sites at the start of each semester.

GIFTED AND TALENTED

Gifted and Talented Academic: The ultimate goal of the G&T Academic Program is to foster in each student a desire for excellence, compassion for others, and a sense of individual responsibility to self, the school, the community and a changing society by:

- Identifying and placing all CCSD academically GT students in grades 3-12 according to the mandated specifications of the Education Improvement Act of South Carolina (Regulation 43-220).
- Providing each GT child opportunities for intellectual stimulation through group interaction with others of similar academic abilities and a curriculum of experiences and activities outside the limits of the regular classroom.
- Empowering each gifted child to recognize and fully utilize his or her specific unique talents and to strive for excellence while contributing to self and others.

South Carolina Definition of “Gifted and Talented”

As stated in State Board Regulation R 43-220:

“Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential.” -24 S.C. Code Ann. Regs. 43-220.1(A)(1).

Student Service In Middle School

Middle School GT Honors are content-based Honors or exploratory classes, which link multi-disciplinary learning experiences with major issues, themes, and ideas. Immersion into a challenging, authentic, collaborative and multidisciplinary “engaged” learning environment allows learners to further develop

creativity and problem-solving skills. Students take ownership of their learning through active processing and attend Honor/GT for 250 minutes weekly or for one class period a day. Odyssey of the Mind, Future Problem Solving, the Optimist Oratorical Contest and History Day provide options for participation in extended group problem-solving activities.

Student Service In High Schools

The High School GT Honors Block grants 9th and 10th grade students' opportunities to integrate English and Social Studies courses— specifically World Literature and Global Studies— for a truly interdisciplinary learning experience. The content of the Honors Block focuses on the study of major world cultures. Social Science and English/Language Arts content encourages teamwork, critical thinking, creative problem-solving, research, and inquiry to reveal how knowledge of the past can positively impact the global communities of tomorrow. **Advanced Placement (AP)** courses are offered in each of the district's high schools and allow students to earn college credits. CCSD's high schools offer a variety of AP courses, including U.S. History, English, Calculus, European History, Spanish, French, and Biology. The South Carolina State Department of Education underwrites the costs of materials and the tests.

Gifted & Talented Placement & Evaluation Steps

The following screening and referral procedures will be used by CCSD schools to determine eligibility for the GT academic programs in the school year.

Screening Procedures

- All children enrolled in 2nd grade are screened.
- All nominated or referred children in 3rd through 12th grades are screened. Nomination referrals can come from administrators, parents, teachers, and students by completing the G&T Nomination form located in the G&T handbook sent home to all CCSD parents each fall.
- All children with high census aptitude and/or achievement scores are screened, as determined by the G&T district office.
- For students in 4th grade and above, the OLSAT aptitude test, the MAP achievement test (Fall or Spring test), and the South Carolina State Assessment are used. All of the instruments used are nationally normed.

Eligibility of Students in 6th through 12th Grades

To meet the gifted criteria for qualifying, a student must meet the following (July 2013 Regulations):

1. Score a composite score (total) which of 96% or higher national age percentile (Dimension A)
OR
 2. Meet the criteria of 2 of the 3 Dimensions:
 - Dimension A (Aptitude): 93% or higher national age percentile rank score on any subtest
 - Dimension B (Achievement): 94th or higher national age percentile score or meet the cut off scores from SC State Test (Reading or Math Only)
 - Dimension C (Intellectual/Academic): Minimum of 3.75 Grade GPA on a four point scale of yearlong core subjects (rising 7th grade and above) – not to be confused with the Uniform Grading Policy's class weightings.
- Children who are screened using a GPA (Dimension C) must obtain a 3.75 on a 4.0 scale to meet the criterion of Dimension C. This overall
- GPA will be determined using English/Language Arts, Mathematics, Science, Social Studies and Foreign Language. The GPA is computed using final grades from the most recently completed school year. (The Gifted and Talented Regulations have changed as of 7/01/2013 to accept the usage of year ending 5th grade GPAs. The 3.75 or higher is required for the four core subject areas: ELA, Math, Science, Social Studies.)

All 3rd grade and up students meeting the GT criterion and Evaluation/Placement team approval will be placed if there is room available in the applicable SAIL or GT Honors (core) class. If there is not room available, the student will be placed on a waiting list.

Gifted and Talented Artistic: The Gifted and Talented Artistic Program is designed to challenge and stimulate the artistically gifted and talented student through a multidimensional teaching approach involving state curriculum standards, enrichment, and the acceleration of course content. The mission of the program is to maximize the potential of gifted and talented students through an appropriate curriculum responsive to individual learning rates, styles, and complexity in an environment that encourages and nurtures inquiry, flexibility, and critical and creative thinking.

- To identify and place artistically gifted and talented students in Charleston County according to the mandated specifications of the Education Improvement Act of South Carolina, Regulation 43-220.
- To provide artistically gifted students with opportunities for artistic stimulation through group interaction with others of similar artistic abilities and a curriculum of experiences and activities outside the limits of the regular classroom.
- To help artistically gifted students recognize and utilize individual unique talents to the fullest and to strive for excellence in contribution to self and others.

Identification

Artistically Gifted and talented students are those who are identified in grades 4-12 as demonstrating high performance ability or potential in artistic . . . areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential (Regulation 43-220, Gifted and Talented).

Referral

The following referral process has been developed to ensure that students who have demonstrated ability or potential for high performance in artistic areas will have access to the gifted and talented program.

- In accordance with R 43-220, referrals may be submitted from administrators, parents, teachers, and students.
- Referral forms are available through each school's Guidance Office, Fine Arts Staff, or the Fine Arts Office.
- A recommendation form for each student referred for the artistically gifted and talented program must be completed. This form should be completed by someone who has had the opportunity to observe the student's behavior in the arts over a period of time.
- Recommendation forms are available through each school's Fine Arts Staff, or the Fine Arts Office.

Demonstration/Audition and Interview

An evaluation and placement team will determine if the student has the potential to function at a high level in one or more of the arts. In addition to the demonstration/audition, each student must be interviewed either in person or through a questionnaire to assist the evaluation and placement team in determining the placement of the students.

Completion of a referral form, a recommendation form, a written interview and taped screening, or digital portfolio submission is required in order to be evaluated. Students who have been identified as artistically gifted and talented will be invited to participate in the program(s) for which they have been referred.

Curriculum

Fine Arts Advanced Placement courses are offered in several high schools and are open to students capable of earning college credits. The South Carolina State Department of Education underwrites the costs of additional materials and the tests for 11th and 12th grade students.

Tenth grade students may enroll in an AP course, but they are responsible for paying for the cost of the AP test

S.M.A.A.R.T. – Students Mastering the Academic Arts is a summer arts program for grades 4 - 12. Students who wish to attend must complete the Gifted & Talented identification process and have been identified in one of the following areas: music, art, dance, or drama.

FOREIGN EXCHANGE

Foreign Exchange Program Enrollment

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

- The student must obtain prior approval in writing from the home school principal before going abroad.
- A course of study should be planned that would enable a student to earn credits similar to those earned at the home school. Math, science, social studies, foreign languages, and computer courses should be closely

associated with our own offerings. A student may be required to earn his/her English credit on his/her return to CCSD or to turn in work from a pre-approved independent study program equivalent to one unit of credit. United States history, American government, and Economics would have to be taken here.

- A certified transcript from the exchange school must be received prior to awarding credit.
- Attendance periods in foreign countries would have to reasonably approximate our own.
- All credits attempted must be reflected on the transcript.

Foreign Exchange Students

As much as the high schools of Charleston County School District receive requests to enroll foreign exchange students, the district encourages schools to participate in order for foreign students to be given an opportunity to learn about the United States and its people. It is recognized that in some cases schools may need to limit the enrollment of exchange students because of overcrowding or lack of availability of certain courses. The following are South Carolina Department of Education and district regulations and guidelines for foreign exchange students:

- In order for a student to earn course credits all requirements must be met.
- Principals must clearly indicate to the student(s) that CCSD is not obligated to award a South Carolina High School Diploma and will only do so if all state requirements are met including passing the Exit Exam.
- It is the responsibility of the student to obtain all information needed in order for a school to determine if credits earned from foreign school(s) meet state standards.
- If a student has already completed the equivalent of a diploma in his/her country, he/she is not eligible for a South Carolina High School Diploma and may be prohibited from enrolling in a CCSD high school.
- If a student is a senior at his/her home school, he/she may be recognized as an honorary member of the CCSD graduating class and can participate in commencement exercises as a non-diploma student.
- CCSD schools must furnish a certified transcript showing credits earned to the student's home school upon request.

Foreign exchange students who are not sponsored by a student exchange program and are not living with their parent or legal guardian must provide specified documents and pay tuition to the district in order to obtain an I-20 form. An I-20 form is required in order for the student to acquire an F-1 Student Visa. Student Visas are acquired prior to the student entering the United States. Additionally, certain limitations and requirements are in effect for students on an F-1 visa.

- The F-1 visa is only issued to high school students.
- Students may only attend school in the United States for one year (12 months). The number of months cannot legally be extended beyond one year.
- No alien may be issued an F-1 visa in order to attend a publicly funded adult education program.

4X4 BLOCK SCHEDULE

James Island Charter High School operates on a 4 period school day. Each student has an opportunity to earn 8 credits per school year. Each class period is 90 minutes long. Lunch/Individual Learning Time/Structured Learning Time is a 50 minute period between periods 2 and 3. During this time, students may eat lunch, attend club meetings, or attend tutorials to receive instructional support. Sample schedules and descriptions are shown below.

This is an example of a traditional 4 X 4 block schedule. Each course meets daily for 90 minutes. Full credit courses meet daily for the entire semester. Half credit courses meet daily for one quarter.

Semester One 4 x 4 Block

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am - 10:00 am	English 1	English 1	English 1	English 1	English 1
10:05 am - 11:35 am	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science
11:45 am - 12:20 pm	Independent Learning Time (ILT) Structured Learning Time (SLT) LUNCH				
12:25 pm - 1:55 pm	Theatre 1	Theatre 1	Theatre 1	Theatre 1	Theatre 1
2:00 pm - 3:30 pm	Personal Health and Wellness	Personal Health and Wellness	Personal Health and Wellness	Personal Health and Wellness	Personal Health and Wellness

	1	2	3	4	
S1	Q1	English 1 302400CW.10 Woody, Robert Room: 218 1(A-B) S1	Earth Science 326500CW.20 Lyles, Tracy Room: 304 2(A-B) S1	Theatre 1 452100CW.10 Iverson, Lindsey Room: 932 3(A-B) S1	Freshman Focus 379961CH.40 Rentz, Michael Eugene Room: T-26 4(A-B) Q1
	Q2				Personal Health and Wellness 340200CH.40 Rentz, Michael Eugene Room: T-26 4(A-B) Q2
S2	Q3	PE 1 344100CW.60 Vaden, Enn Room: Gym 1(A-B) S2	Fundamentals of Computing 502300CW.60 Conley, Elizabeth W Room: 813 2(A-B) S2	World Geography 331000CW.60 WEBSTER, GREGORY Room: 211 3(A-B) S2	Algebra 1 411400CW.90 Iverson, Justin Room: 227 4(A-B) S2
	Q4				

This is an example of an A/B block schedule. Each student will still attend four 90 minute classes per day. However, some courses meet every other day. Full credit courses on an A/B schedule will meet every other day for the entire school year. As shown below, a student may have some courses that meet daily and others that are on an alternating schedule.

Semester One A Day / B Day

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am - 10:00 am	IB English	Math Analysis Seminar	IB English	Math Analysis Seminar	IB English
10:05 am - 11:35 am	IB Chemistry	IB Chemistry	IB Chemistry	IB Chemistry	IB Chemistry
11:45 am - 12:20 pm	Independent Learning Time (ILT) Structured Learning Time (SLT) LUNCH				
12:25 pm - 1:55 pm	IB US History	IB Spanish	IB US History	IB Spanish	IB US History
2:00 pm - 3:30 pm	IB Biology	IB Theory of Knowledge	IB Biology	IB Theory of Knowledge	IB Biology

Day	Terms	1	2	3	4		
A	19-20	Q1	IB English A1 HL-1 301B00IW.10 Wilson, Tammi Room: 215 1(A) 19-20	IB Chemistry SL Seminar 323D00HW.1 Mangum, Sandra G. Room: 309 2(A-B) S1	IB US History 336D00IW.20 Robinson, Michael Todd Room: 212 3(A) 19-20	IB Biology HL-1 322B00IW.10 Lyles, Tracy Room: 304 4(A) 19-20	
		Q2					
		Q3		AP Chemistry 327300AW.1 Mangum, Sandra G. Room: 309 2(A-B) S2			
		Q4					
B	19-20	Q1	Math Analysis and App Seminar 312G00HW.10 Gilbert, Matthew Room: 710 1(B) 19-20	IB Chemistry SL Seminar 323D00HW.1 Mangum, Sandra G. Room: 309 2(A-B) S1	IB Spanish B HL-1 365H00IW.20 Londono, Carmenza Room: 110 3(B) 19-20	IB Theory of Knowledge 373A00IH.10 Gilbert, Matthew Room: 710 4(B) S1	
		Q2					
		Q3		AP Chemistry 327300AW.1 Mangum, Sandra G. Room: 309 2(A-B) S2			IB Extended Essay 373C00HH.10 Gilbert, Matthew Room: 710 4(B) S2
		Q4					

NAVIANCE

Go to <http://connection.naviance.com/jichs>

Username: 1st three letters of your last name, 1st three letters of your first name, last 4 digits of your PS Student ID #. (i.e. SmiTom3211)

Your password may be reset through your school email.



Information presented in this Program of Studies is current as of April 21, 2022. As laws, policies and regulations are modified, updates may be necessary.