

**North Charleston High School
2024-2025
Program of Study
Grades 9-12**



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Revised Spring 2023

Disclaimer: This document contains Charleston County School District information current as of February 2023. State and District policy and regulation updates after February 2023 are available at the following websites:

www.ccsdschools.com www.eligibilitycenter.org www.naia.org/ www.ed.sc.gov/ www.che.gov

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STUDENTS ARE
THE HEART
—  —
OF OUR WORK!

It is the policy of the Charleston County School District 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, PL101-476; and other Civil Rights Laws




Introduction

The mission of the Charleston County School District (CCSD), a dynamic system of challenging choices, is to educate and support every child in achieving college, career, and citizenship readiness.

The Charleston County School District's Program of Study's provides students and parents with a framework of information relevant to the secondary level. The design for the secondary curriculum provides flexibility to meet the unique needs of individual high schools. Detailed information concerning course offerings and content are available at each high school. Information about the high school programs and curriculum can be obtained from each school's School Counseling office or through the school website.

Profile of the South Carolina Graduate

**PROFILE OF THE
South Carolina Graduate**

<p>WORLD-CLASS KNOWLEDGE</p> <hr style="border: 2px solid yellow;"/> <p>Rigorous standards in language arts and math for career and college readiness</p> <p>Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences</p>		<p>WORLD-CLASS SKILLS</p> <hr style="border: 2px solid yellow;"/> <p>Creativity and innovation</p> <p>Critical thinking and problem solving</p> <p>Collaboration and teamwork</p> <p>Communication, information, media and technology</p> <p>Knowing how to learn</p>
<hr style="border: 2px solid yellow;"/> <p>LIFE AND CAREER CHARACTERISTICS</p> <p>Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills</p>		
<p><small>© 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.</small></p>		
	<p><small>AN INITIATIVE OF</small></p> 	<p><small>SOUTH CAROLINA COUNCIL ON COMPETITIVENESS</small></p>

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.

A STUDENT IS CONSIDERED “COLLEGE READY” IF...	A STUDENT IS CONSIDERED: “CAREER READY” IF...
<ul style="list-style-type: none"> • Scores a composite score of 20 or higher on the ACT 	<ul style="list-style-type: none"> • Earns a scale score of 31 on the ASVAB
OR	OR
<ul style="list-style-type: none"> • Scores a composite score of 1020 or higher on the SAT 	<ul style="list-style-type: none"> • Earns a Silver, Gold or Platinum WIN Certificate on the Ready to Work exam
OR	OR
<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 	<ul style="list-style-type: none"> • Is a CATE Completer and, where applicable, has earned a national industry credential that is approved by the SC Department of Commerce
OR	OR
<ul style="list-style-type: none"> • Scores a 4 or higher on an IB assessment in English, Mathematics, Science or Social Studies 	<ul style="list-style-type: none"> • Completes a registered apprenticeship through Apprenticeship South Carolina
OR	OR
<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 	<ul style="list-style-type: none"> • Completes a documented work-based learning experience

Education and Economic Development Act

The South Carolina Education and Economic Development Act (EEDA) of 2006 requires that school districts develop and provide a curriculum of study that is aligned with state content standards and is organized around a career cluster system that provides students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities.

Secondary schools have organized curriculum and developed a career cluster system that provides students with strong academics and real-life experiences. The Secondary Curriculum Framework for Charleston County School District is designed around 16 national clusters. CCSD organized these 16 clusters into four “schools of study.” The district’s curriculum currently provides the opportunity for students to complete a major in more than 40 career areas. The curriculum framework used by Charleston County School District includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan (IGP).

Curriculum Framework

A ***school of study*** is a way to organize the curriculum into broad program areas encompassing various professions and academic areas of study. CCSD’s four schools of study are:

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

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.

CCSD Schools and Clusters of Study

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:*
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 (IGP)

An Individual Graduation Plan (IGP) is a document used to assist students and their parents in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. The IGP is based on the student's academic record, work and general life experiences, and the results of assessments, such as career interest inventories and achievement tests. Student's IGPs will be reviewed and modified as needed on an annual basis and will 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. The initial IGP is developed in the eighth grade during a planning meeting between the student, parent(s), guardian(s), or appointed representative and the school counselor. Following eighth grade, the IGP is reviewed and updated at least once annually.

Gifted & Talented Academic

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).

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 student 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 student to recognize and fully utilize his or her specific unique talents and to strive for excellence while contributing to self and others.

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 non-identified families in grades 3-5 as well as through the CCSD Website QuickLink and Gifted webpage
- 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. MAP and OLSAT are nationally normed assessments.

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 grade 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 6th grade and above) - not to be confused with the Uniform Grading Policy 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.)
 - Students who partially qualify using Fall testing and score reports will be asked to take the Performance Task Assessment. This task goals additional information to the team regarding the child and can be used to partially identify the student.

What is the procedure for placement in the GT program?

- Students meeting the state identification criteria are then reviewed by the school's Evaluation and Placement Team (core team) to ensure that the placement is in the best interest of the child (parents are included in these decisions). All 2nd graders who become eligible and are placed in the GT program will begin the program at the beginning of the following school year.
- 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. (usually a concern only in middle/high schools because of the core classes)
- In addition, the Evaluation and Placement Team will adhere to "Removal of Students from the Gifted and Talented Program" guidelines. These guidelines outline the process involving the Evaluation/Placement team to ensure that all decisions are made in the best interest of the student.

Student Service in High School

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 for 11th and 12th grade students. Students in the 10th grade may enroll in AP courses but are responsible for paying for the AP test.

Gifted & 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. The program has the following goals:

- 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.
- 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.
- 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 nomination 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, nominations may be submitted from administrators, parents, teachers, and students.
- Nomination forms are available through each school's Fine Arts Staff or the Fine Arts Office.
- A recommendation for each student referred for the artistically gifted and talented program must be completed. This recommendation should be completed by someone who has had the opportunity to observe the student's performance in the arts over a period of time.
- Recommendation information is 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 nomination form, a recommendation, 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 – Fine Arts AP 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 AP 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 4-8. Students who wish to attend must complete the Gifted & Talented Artistic (GTR) identification process and have been identified in one of the following areas: music, art, dance, or drama.

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 <http://CharlestonEmpowered.com/student-wbl/>

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 an 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

http://www.tridenttech.edu/career/workforce/car_youth_apprenticeships.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.

Course Offerings

Each school offers a comprehensive curriculum designed to best meet the needs of the students attending their school. In addition, Charleston County School District and the State of South Carolina offer a variety of online and virtual courses through the CCSD Online Learning program. Information about the high school and district programs and curriculum can be obtained from each school's school counseling office or through the school's website.

College Preparatory Program

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 must be developed and implemented to:

- Provide depth in rigor, complexity, challenges, and creativity beyond the college preparatory (CP) level II
- Be more challenging than CP level courses in order to foster growth for advanced learners.
- Offer a differentiated program of study that provides an array of opportunities for all students based on their aptitudes, achievement, and interests.

Determining Honors Weight

In accordance with the SC Uniform Grading Policy beginning in 2017-18, the local board may approve new courses to receive honors weighting in all content areas except Physical Education. All new courses must be developed using the SC Honors Framework guidelines. It is the role of the local board to ensure that all elements in the framework are present when the course is taken for initial board approval. The district should retain evidence that the honors course framework was applied to the development of the course.

Districts may designate honors courses and give the assigned weighting under the following conditions:

1. There must be evidence that the honors-level course represents extension, acceleration, and enrichment of the South Carolina CP course of study. Curriculum should indicate depth in rigor, complexity, challenges, and creativity beyond the CP level course as outlined in the Profile of the South Carolina Graduate.
2. There must be evidence of appropriate differentiation in instructional practices for advanced learners that will enhance the delivery of instruction while strengthening the components outlined in the Profile of the South Carolina Graduate.
3. There must be evidence that purposeful assessment practices align with the honors level curriculum and instructional best practices include pre-assessment, formative assessment, and summative assessment.

One half of a quality point (.5) is added to the College Preparatory (CP) weighting for honors courses that meet the three criteria listed above.

These criteria apply to all honors courses, including those offered online and in other nontraditional settings.

Transferring Courses with Honors Weight

Beginning with the 2017-2018 school year and beyond, all courses receiving honors weight from in-state and out-of-state public schools will be transcribed at honors weighting even if the same honors course is not offered at the receiving CCSD School.

Home school, private school, or out-of-state non-public charter school students shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the *SC Honors Framework* criteria to evaluate such evidence. The receiving school/district makes the final decision on whether to award the honors weighting.

Earning College Credits While in High School through Advanced Learning Opportunities (ALO) Courses

Advanced Placement (AP) and International Baccalaureate (IB) Courses

The following criteria applies to the College Board's Advanced Placement (AP) courses and to high school International Baccalaureate (IB) 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 recognized by the U.S. Department (as specified in SBE Regulation 43•273, Transfers and Withdrawals).

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one credit with the additional quality point above CP.
- A standard-level (SL) IB course can carry only one quality point weighting per course. A higher-level (HL) IB course requires a minimum of 240 hours of instruction (or two courses) and may also receive one quality point weighting per course (i.e., two weighted credits).

The award of the IB Diploma requires a minimum of 24 points and coursework and passing scores on examinations in six IB subjects; completion of 150 hours of Creativity, Action, and Service (CAS) activities; a 4,000-word Extended Essay; and the Theory of Knowledge course. Students wishing to participate in the International Baccalaureate Diploma Program should contact the IB Coordinator at James Island Charter High School.

Dual Enrollment Courses (DE)

Dual credit courses—whether they are taken at the school where the student is enrolled or at a postsecondary institution—are those courses for which the student has been granted permission by his or her home school to earn both high school units of credit and college credit. One quality point may be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements. Students/parents/guardians are responsible for all tuition, books and related fees associated with taking Dual Enrollment courses. Contact your school counselor for information about financial assistant for students who qualify for free or reduced lunch programs.

Earning Dual Credit

Permission must be granted by the student's home high school prior to the student's taking the dual credit course to earn both a unit for high school credit and college credit. Students taking dual credit courses are building two transcripts: the institution of higher education (IHE) transcript and the high school transcript. For example, if a student receives a final numeric grade of 92 in a dual credit course, the final numerical average should be transcribed on the high school transcript and correlated to the high school GPA quality points associated with that numerical average. The IHE GPA quality points for the college transcript may be different for the same numerical grade in the course when the IHE rules regarding quality points on the college transcript differ. If the IHE reports a letter grade the appropriate numerical grade will apply to the high school course in accordance with the SC Uniform Grading Policy (for example, an A=95, B=85, etc.).

Dual Enrollment through Maymester Term

At partnering colleges and universities, Maymester is transcribed as a summer term; therefore following the completion of graduation requirements in the spring semester these courses will not be transcribed on a graduating seniors high school transcript.

Seniors who have completed all high school graduation requirements by the end of the spring semester of their fourth year in high school are able to enroll in Maymester courses, however they will be unable to earn Dual Enrollment (DE) credit. Therefore, for any student who is a Spring graduate, the Maymester course will not be recorded on the student's high school transcript. Seniors who require a course for high school graduation, per state requirements, can enroll in a Maymester course or courses to meet graduation requirements for DE credit, but will be considered a summer graduate. Summer graduates are not included in class rank.

Underclassmen are able to enroll in Dual Enrollment (DE) Maymester courses. Underclassmen taking Maymester DE will have the course(s) posted to the high school transcript; however, there is no guarantee the grade(s) can be posted by the June 15th deadline for end of the year GPA and class rank purposes. In such a case, the course(s) grade will be calculated into the student GPA in the preceding year.

All DE courses must receive approval from the high school prior to enrollment.

Dual Enrollment Articulation Agreements

To award dual credit, districts must develop detailed articulation agreements with partner IHEs, whether two-year or four-year colleges or technical colleges, that clearly outline the specific courses that will be allowed for dual credit. Students may not take college courses on their own time at an institution of higher education with the expectations that the course will be transcribed back to the high school transcript without first consulting the district to determine if the course is a part of the articulated agreement between the high school and IHE.

Transferring Dual Credit courses

Dual credit courses taken in South Carolina may earn 1.0 quality point weighting above CP pending the district's articulation agreement with the institution of higher education. All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school and are eligible to receive dual credit weight. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied on the transcript in the receiving South Carolina high school. A high school should NOT change the weight of a dual credit course to match South Carolina's process when they transcribe the course.

Students/Parents are responsible for verifying any college's acceptance of credits earned as dual credit. Enrollment in a dual credit course does not guarantee college acceptance nor a college credit transfer.

CCSD's Online Learning Program

In support of CCSD's Strategic Plan which calls for the establishment of enhanced virtual program options for CCSD students, "CCSD Online Learning" provides a variety of rigorous course offerings to middle and high school students throughout the district. CCSD Online course offerings can be used to meet elective and state graduation requirements. All courses offered through CCSD Online Learning will be included on the students transcript and will be calculated into their GPA. CCSD Online includes the following virtual learning opportunities:

- Edgenuity
- VirtualSC (VSC)
- Virtual Charleston (VSC Franchise)
- Distance Learning (with Cisco WebEx technology within district or approved platforms out of district)
- District Approved Out-of-State Virtual Courses

CCSD Online Learning provides:

- students with additional options to resolve any unique scheduling conflicts, including additional opportunities for credit recovery and/or content recovery for students in jeopardy of retention or not completing graduation requirements on time.
- flexible enrollment options to support students with unique schedules, including homebound and home-based, and those facing issues that potentially could interrupt their academic progress.
- increased academic options for motivated students to extend learning opportunities beyond high school graduation requirements.
- opportunities for students all students who wish to earn course credits to meet their personal academic goals.

Interested students should meet with their school counselor to discuss online learning options. Additional information about the CCSD Online Learning Program and course offerings is available on their website at ccsdschools.com/online-learning.

All online learning courses not taken through an approved online program at the home high school must be taken through CCSD Online Learning program.

Summer School and Extended Year via Virtual Options

Summer and extended year courses through Edgenuity, VirtualSC (VSC) and Virtual Charleston programs may be taken for initial credit, credit recovery, and/or for enrichment purposes. Principals or their designee must give prior approval for courses taken in a CCSD summer or extended year program. Requests to take courses through a non-CCSD program must be approved in advance by the CCSD Online Learning Program.

Approval of an initial credit course should include consideration of the following:

- the student previously failed the course, or
- the student has received an FA (failure due to absences), or
- the student has an approved accelerated education plan, or
- the student's schedule cannot accommodate a needed course, or

- the student has an approved education plan into which the required subject cannot be scheduled during the regular school year

The following restrictions apply to summer or extended year courses:

- Credit earned in summer or extended year programs will be denied if prior approval by the Principal or designee is not obtained,
- Credit obtained from an organization other than a CCSD program/school or VirtualSC will be denied if not approved in advance by the CCSD Online Learning Program.
- All summer or extended year courses must be completed, and grades made available no later than August 13th of that same year.
- No more than two Edgenuity credit recovery courses may be taken during a summer or extended year program
- All other credit recovery program requirements apply for summer or extended year courses. See the following section for more information about the Credit Recovery Program.

Credit Recovery

Definition

Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. The term "Credit Recovery" refers to a block of instruction that is less than the entirety of the course. Credit Recovery is not intended to impact a student's GPA, either positively or negatively. Rather, it is intended to allow students an opportunity to master the content or skills they failed to master during the previous course. By successfully completing a credit recovery course, students will be awarded credit earned.

Students are eligible for Credit Recovery if their grade for a previous course was between a 50 and 59 and they had previously taken the course's EOC exam (if applicable). Credit Recovery is for students who have met the seat time requirement (120 hours for 1 unit and 60 hours for ½ unit). Students who did not meet the seat time requirement, earned a "WF" or earned a final grade below 50 are not eligible for credit recovery.

Grades

Final Grades for Credit Recovery courses will be transcribed using the following procedures:

1. The original failing grade will remain on the transcript as is and calculated into the GPA.
2. 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" in the grade scale chart. The credit recovery course does not impact the student's GPA.
3. 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. The credit recovery course does not impact the student's GPA.
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.**

Rules and Procedures

Students interested in a Credit Recovery course should speak with their School Counselor. The following rules and procedures apply to Credit Recovery courses:

1. All Credit Recovery courses must be approved by a parent/guardian.

Credit Recovery courses must be completed in 9 weeks for .5 credit courses and 18 weeks for full credit courses. Courses not completed will be archived and the student's transcript will reflect the course recovery attempt with an NP (Not Passed) as a final grade.

2. Credit Recovery courses taken in a summer or extended year session must be completed prior to the beginning of the next school year. Summer Credit Recovery courses completed will be counted in the most recently completed academic year.

Instructional Methodology

1. CCSD's Credit Recovery program is administered through the CCSD Online Learning Program and utilizes Edgenuity, an online curriculum that is based on research-backed instructional strategies. Additional information can be found at ccsdschools.com/online-learning.
2. VirtualSC all offers a number of courses for Credit Recovery. Those courses can be viewed at <https://virtualsc.org/>.

Content Recovery

Definition

Content Recovery is defined as a course-specific, skill-based learning opportunity for students who are still enrolled in the course. Content Recovery allows a student to retake a subset of the course including a single unit, more than one unit, or supplemental assignments/activities as needed to master course standards or content.

Students are eligible for participation in Content Recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

Students are generally not limited in the number of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation.

Grading

Content recovery assignments must be completed within three weeks of the end of the time period in question. Seniors must complete all content recovery prior to the school's senior grading verification period but no later than May 31st.

Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course by averaging the student's initial grade with the content recovery grade.

Report Cards and Transcripts

All report cards and transcripts will use numerical grades for courses carrying high school units of credit. Transcripts and report cards will specify the course title and the level or type of course the student has taken (e.g., English 1, Algebra 2 honors, AP U.S. History). The current grading scale must be printed on the report card and all official transcripts.

South Carolina End-of-Course Examinations

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. Typically, 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.

For more information, please visit the End-of-Course Examination Program page on South Carolina Department of Education's website at <https://ed.sc.gov/tests/high/eocep/>.

Accelerated and Early Graduates

In some cases, an advanced student may upon the approval of the principal and with the consent of the parents/legal guardians, accelerate his/her high school studies and graduate in three years (accelerated graduate) or graduating after 1st semester of their senior year (early graduate). Students who wish to accelerated or graduate early, along with their parent or guardian, should conference with the student's counselors to discuss all school and district requirements.

Both Accelerated Graduation and Early Graduation may affect admissions, scholarship opportunities and/or financial aid. Students and parents/guardians should contact the student's intended college(s) to determine the effect of graduating at any other time than at the end of the student's traditional senior year. It is important to note that Early Graduates, those graduating at the end for 1st semester and summer graduates, will not be a part of the final class ranking. Only May/June class rankings are used to qualify for State supported scholarships (LIFE, HOPE, Palmetto Fellows). Additional guidance is provided on the Commission on Higher Education website at <https://www.che.sc.gov/Students.FamiliesMilitary/LIFE/HighSchoolEarlyGraduationInformation.aspx>.

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
Total for HS Graduation	24 Credits

South Carolina High School Diploma Requirements Beginning with entering 9th Grade in 2023-2024

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
Personal Finance	.5 Credit
Electives*****	6.5 Credits
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.

**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).

*** Marching Band courses, which have been approved by the SDE, may waive the PE requirement. **** 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 Comprehensive Health Education (CHE) Act of 1988 (59-32-5) requires that public school health instruction be planned, age-appropriate, and sequential. The CHE Act further requires that, at least one time during the four years of grades 9-12, each student shall receive a program of instruction in comprehensive health education.

Exceptional Education

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

All special education students are required to 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 & 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 (graduating class of 2022 and beyond)

Subject	Total Credits
English	4 Credits
Mathematics	4 Credits
Science	2 Credits
Social Studies	2 Credits
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 1, 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 1, 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 20 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).

Grade Level Classification

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

Students in the third year of high school must also take the state designated Career Assessment and either the ACT or SAT Assessments

Grade 12

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

- One unit each of English 1, 2 and 3 or their equivalent
- 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 end of the school year, the student may be placed in a senior homeroom and classified as 12th grade, even if all of the units listed above are not completed.

South Carolina Four Year College Requirements

Students planning to attend four-year public colleges and universities in South Carolina must meet the following requirements. Students interested in attending other four-year colleges should contact that schools' admissions office for specific admission requirements. Additional courses may be required.

The chart below is provided by the SC Commission on Higher Education and applies to students entering college beginning in Academic Year 2019-20. For more information about South Carolina College admission requirements visit [http://www.che.sc.gov/CHE_Docs/academicaffairs/College Preparatory Course Prerequisite Requirements Fall 2019%20\(1\).pdf](http://www.che.sc.gov/CHE_Docs/academicaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019%20(1).pdf).

Subject	Requirements
English	4 units
Math	4 units* <ul style="list-style-type: none"> • CP Algebra 1 OR Foundations in Algebra & Intermediate Algebra • Geometry • Algebra 2 • 4th higher-level math class
Science	3 units** See notes below for specific requirements
US History	1 unit
Economics	.5 unit
Government	.5 unit
Social Studies	1 unit
PE/ROTC	1 unit
Foreign Language	2 units of the same language <i>Some four-year universities may require 3 units of the same foreign language for admission.</i>
Fine Arts	1 unit in Fine Arts***
Elective	2 additional units ****

* A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, pre-calculus, calculus, statistics, discrete mathematics, or a capstone mathematics course. It is highly recommended students take a mathematics course all four years in high school.

** 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 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 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.

*** One unit in Appreciation of, History of, or Performance in one of the fine arts.

**** Two unit must be taken as an elective. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite); or mathematics above the level of Algebra II.

Special Notes Related to SC Four Year College Requirements:

- Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra I if a student successfully completes Algebra II. No other courses may be substituted for the three required mathematics courses (Algebra I, Algebra II, and Geometry).
- The College Preparatory Course Prerequisite Requirements are minimal requirements for four-year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission and to prepare for college entrance examinations.
- Students should prepare themselves for college-level work by enrolling in challenging high school courses, such as Honors, Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment courses.
- It is the responsibility of each school district to disseminate this set of requirements to entering freshmen students interested in pursuing a four-year college degree in South Carolina upon graduation from high school. Additional information is available at [http://www.che.sc.gov/CHE_Docs/academicaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019%20\(1\).pdf](http://www.che.sc.gov/CHE_Docs/academicaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019%20(1).pdf)

Course Load

All students enrolled as regular students in Grades 9-12 in the Charleston County School District must be enrolled in a minimum number of course hours each 9 weeks of the school year.

For 9th and 10th graders, these hours of enrollment correlates to a minimum of seven courses. For junior these hours of enrollment typically correlate to a minimum of six courses and for seniors, five courses. *In cases of extreme hardship, a senior may request in writing to the principal, permission for a waiver of the five-unit requirement. See Board Policy JHC for more information.

Extended Learning Opportunities (internship, co-op or apprenticeship) may count toward these hours of enrollment for Grade 12.

South Carolina Uniform Grading Policy

The Legislative Mandate

S.C. Code Ann. § 59•5•68 (2004) reads as follows:

The General Assembly finds that given the fact the State provides substantial financial academic assistance to students of the State based on cumulative grade point averages and districts currently use a variety of grading scales, it is in the best interest of the students of South Carolina for a uniform grading scale to be developed and adopted by the State Board of Education to be implemented in all public schools of the State. Therefore, the State Board of Education is directed to establish a task force comprised of superintendents, principals, teachers, and representatives of school boards and higher education no later than June 30, 1999. The task force shall make recommendations to the board including, but not limited to, the following: consistent numerical breaks for letter grades; consideration of standards to define an honors course; appropriate weighting of courses; and determination of courses and weightings to be used in the calculation of class rank. The task force shall report its findings to the State Board of Education no later than December 1, 1999. The State Board of Education shall then adopt, and school districts of the State shall begin using the adopted grading scale no later than the 2000-2001 school year.

That policy, which applied to all students who first enrolled in the ninth grade in the 2000–01 school year, was revised in 2007, 2016 (ten- point scale), and 2017. The particulars of the state’s revised Uniform Grading Policy are set forth in the pages that follow here.

The SBE authorizes the South Carolina Department of Education (SCDE) to amend the UGP administrative procedures, as the SCDE deems appropriate. Additional information on the SC Uniform Grading Policy is available at: <https://ed.sc.gov/districts-schools/student-intervention-services/state-regulations/uniform-grading-policy/>

The new uniform grading scale and the system for calculating grade point averages (GPAs) and class rank will be effective for all students beginning in the 2016–17 school year.

7-Point Grading Scale for Course Work Completed Prior to Aug. 15, 2016

Note: This Grade Point Conversion Chart is for reference only as counselors and registrars transcribe grades for courses taken prior to 2016. Additional information on the 7-Point Grading Scale and Conversion Chart is available at: <https://ed.sc.gov/districts-schools/student-intervention-services/state-regulations/ugp-administrative-procedures/>

Letter	South Carolina Uniform Grading Scale
A	93-100
B	85-92
C	77-84
D	70-76
F	0-69

10-Point Grading Scale for Course Work Completed After Aug. 15, 2016

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

SC Uniform Grading Scale Conversions 10 - PT SCALE

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/ Dual Credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/ Dual Credit
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

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/ Dual Credit
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	—	—	—
—	P	—	—	—
—	NP	—	—	—
—	AU	—	—	—

FA: failure due to absences; WF: withdrawal failing; WP: withdrawal passing; P: Passing; AU: Audit NP: Not Passed

Withdrawing from a Course

With the first day of enrollment in the course as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or ten days in a 180 day course will do so without penalty.

The three, five, and ten-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw from a course with administrative approval will be given a WP for the course.

Students who withdraw from a course after the specified time of three days for a 45 day course, five days in a 90 day course, or ten days in a 180 day course without administrative approval, shall be assigned a WF, and the F (as a 50) will be calculated in the students overall grade point average. Withdrawal limitations for distance learning, dual credit, and virtual courses will be established by local districts in conjunction with partner institutions of higher education and VirtualSC enrollment and withdrawal deadlines.

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

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

Course Audits

Local boards may establish policy to allow a student to audit a course for no grade. The decision to audit must be made in advance of taking the course and the student must agree to follow all school and classroom

attendance, behavior, participation, and course requirements. The course must be marked for “no credit” and “not included in GPA” at the student level. Students who audit a course that requires an End of Course Examination should not take the End of Course Examination Program (EOCEP). Districts may develop policy that students auditing an AP or IB course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses. Use the *Activity Coding System* manual for guidance on using course codes for auditing.

Retaking a Course

Any student may retake a course at the same level of difficulty if the student has earned a D, P, NP, WP, FA, WF, or an F in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. Districts may extend the policy to allow students making any grade to retake any course per local board decision. A student who has taken a course for a unit of high school credit prior to the ninth-grade year may retake the course at the same difficulty level regardless of the grade he or she has earned. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. All course attempts from middle and high school will show on the transcript. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school or before the next sequential course (whichever comes first). A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first).

Transfer Student

High school schedules and course offerings vary from high school to high school both within Charleston County School District 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 credits 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.

Converting Grades on Transcripts

South Carolina implemented a new 10-point Grading Scale beginning August 2016. South Carolina updated its Uniform Grading Policy in 2017-18. Therefore, grades earned prior to August 15, 2016 must be transcribed using the 7-point South Carolina Uniform Grading Scale and South Carolina Uniform Grading Policy.

Out-of-State, Non-Public Schools

Out-of-State or Non-Public Schools When transcripts are received from accredited out-of-state schools (or in state from accredited sources other than the public schools as defined in Regulation 43-273) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the conversion scale effective during the year the course was completed will be used. For courses completed during school years 2015– 16 and prior, the following conversion will apply: A = 96, B = 88, C = 80, D = 73, F = 61. For courses completed in 2016–17 and after, the following conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50. If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 60, the grade will be recorded as a “P” on the transcript and follow the guidelines for entering the “P” on the transcript. See SBE Regulation 43-273 for additional information on transfers and withdrawals. If the transcript indicates that the student has earned a failing grade in any course in which he or she had a numerical average of 60 or above, the grade will be recorded as an “NP” on the transcript and follow the guidelines for entering the “NP” on the transcript.

Pass (P)/Fail (F) Grades

If the transcript shows that the student has earned a grade of P (passing) or F (failing), that grade will be converted to a numerical designation on the basis of information secured from the sending institution as to the appropriate numerical value of the “P” or the “F.” If no numerical average can be obtained for the “P,” an earned credit will be awarded and follow UGP Administrative Procedures for entering a “P” on the transcript. If no numerical average can be obtained from the sending institution on the “F,” an “NP” will be entered on the transcript. (See the Administrative Procedures of the SC Uniform Grading Policy for other transfer grade issues.)

Transferring Courses with Honors Weight

Beginning with the 2017-2018 school year, and beyond, all courses receiving honors weight from in-state and out-of-state public schools must be transcribed at honors weight even if the same honors course is not offered at the receiving school.

Students transferring from schools not accredited under the regulations of the appropriate board of education or by the U.S. Department of Education, including, but not limited to home school, private school, or out-of-state non-public charter school, shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the SC Honors Framework criteria to evaluate such evidence. The receiving school makes the final decision on whether to award the honors weighting. The SCDE advises districts to adopt a policy for accepting units of credit from home school, private school, or out-of-state non-public charter school for consistency. Refer to Regulation 43-273.

Local Board Approved Courses

Local board approved courses awarded in a district may be transcribed from the sending school to the receiving school by applying the course code that most closely aligns to the course (i.e., High School 101 from school A could be transcribed as a “social studies elective” in school B). High schools should refer to the Activity Coding System Manual for the appropriate transfer course code.

Non-accredited School Grades (Including Homeschool Grades)

Non-accredited School Grades (Including Homeschool Grades) Students enrolling from non-public schools, which meet the accreditation definition as defined by Regulation 43-273, will have credits accepted. Districts are encouraged to establish local board policy to address a non-accredited school’s transfer grades and credits. Options for validation may include administration of district-approved assessments, examination of student work to include any supporting valid documentation, assignment of the grade’s “P” or “NP” to the transfer credits, or a combination of local board approved options. The district must also apply the SC Honors Framework to the evidence provided to determine if honors weight can be transferred to the public-school transcript. When a course credit coming from a homeschool has no match in the state high school Activity Coding System manual, an “elective transfer credit” in the content area may be awarded for that course.

International Grades

The criteria for accepting international transcripts from international students are a local decision based on local policy. Where there are questions about a particular course, districts may attempt to gather as much course information from the sending school including course syllabi, standards, end of course assessment results, etc., to determine the course credits that are the best match. International students may have a course credit that is awarded at honors weight. If so, the district may review supporting evidence to justify the honors weighting. The district may also apply the *SC Honors Framework* to the evidence provided by the student. When a course credit coming from an international school has no match in the state *Activity Coding System* manual, an “elective transfer credit” in the content area may be awarded for that course. Additional guidance may be obtained from the Office of Federal and State Accountability at the SCDE on an individual basis.

Honor Graduates and Class Rank

Beginning with the graduating class of 2023 and beyond to be named first or second honor graduate a student must, at a minimum:

- Have been enrolled in the school for the entire junior and senior year; and
- 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.

In the event of two or more student's tie, the students would share the honor.

Academic Honors Award

For a student to receive an Academic Achievement Honors Award, the student must (1) complete twenty-four units of credit as prescribed; (2) be eligible for graduation with a state high school diploma; (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 an 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

CCSD Board Scholar Certificate – This certificate is awarded to graduating seniors based on GPA calculated at the end of third nine-week grading period. A student must achieve a four-year GPA of 4.25 or better on the South Carolina Uniform Grading Scale with no rounding up or down.

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/scdoe/assets/File/instruction/standards/World%20Languages/South_Carolina_Seal_of_Biliteracy_Overview_and_Guidelines.pdf

For further information, please contact your school's ESOL teacher, World Language teacher, or school counselor.

South Carolina Personalized Pathways and Seals of Distinction

Personalized Diploma Pathways

Beginning with the graduating class of 2022, students will have the opportunity to “personalize” their diploma pathway within the required 24 units of credit needed for high school graduation. These personalized pathways will be based on the student’s post-secondary plans. More information will be forthcoming from the District and the State Department of Education as to which specific courses will align with South Carolina’s rigorous college- and career ready standards.

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.

The Seals of Distinction GPA requirements may be met by either the:

- End of first semester senior year GPA*
- End of first semester senior year GPA*
- Final GPA

*Seniors who meet the GPA criteria at the end of first semester have satisfied this requirement. These students do not have to requalify with their final GPA.

The use of qualifying test scores, when applicable, must be available at the time of identification of the Seal. Qualifying AP/IB exam scores, if applicable, must be received prior to the student’s senior year.

Honors Seal of Distinction	College-Ready Seal of Distinction	Career Seal of Distinction	Specialization Seal of Distinction
<p>UGP GPA 3.5 or higher</p> <p><u>English</u> *4 Credits - 2 at honors or higher level</p> <p><u>Math</u> *4 Credits 3 at honors or higher level (Alg. 2 as a prerequisite for the 4th higher level credit)</p> <p><u>Lab Science</u> *3 Credits 2 at honors or higher</p> <p><u>Social Studies</u> *3 Credits 2 at the honors or higher level</p> <p><u>World Languages</u> *3 Credits of the same language</p> <p><u>Advanced Coursework</u> * 4 credits of honors or higher the last two years prior to graduate</p>	<p>UGP GPA 3.0 or higher <u>or</u> an ACT Composite=20 <u>or</u> SAT 1020 Combined evidence based reading and Math</p> <p><u>English</u> *4 Credits</p> <p><u>Math</u> *4 Credits Alg. 1, Geometry, Alg.2 and 4th Math with Alg.2 or Integrated Math 3 as a prerequisite</p> <p><u>Lab Science</u> *3 Credits</p> <p><u>Social Studies</u> *3 Credits</p> <p><u>World Language</u> *2 Credits of the same language</p> <p><u>Fine Arts</u> *1 Credit</p>	<p>UGP GPA 2.5 or higher</p> <p><u>English</u> *4 Credits</p> <p><u>Math</u> *4 Credits</p> <p><u>Science</u> *3 Credits</p> <p><u>Social Studies</u> *3 Credits</p> <p><u>Completion of an EEDA major</u> And <u>Completion of an EEDA major or CTE completer</u> And one of the following: <u>Earn at least 1 industry-recognized credential</u> <u>OR</u> <u>Silver or higher on a Career Readiness Assessment</u> <u>OR</u> <u>A semester-long WBL placement credit.</u></p>	<p>UGP GPA 3.0 or higher (all areas)</p> <p><u>STEM</u> *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><u>World Language</u> *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><u>Military</u> *4 credits in JROTC; and an ASVAB score of 31 or higher</p> <p><u>Arts</u> *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>

State Scholarships

Information for Life, HOPE and Palmetto Fellows Scholarships is subject to change based on any new state legislation.

For all state awards only those students who have earned a S. C. High School Diploma will be included in the calculation of class rank.

LIFE Scholarship – General Eligibility Requirements

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 - Initial Eligibility Requirements

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:

Earn a cumulative 3.0 grade point average (GPA) based on the SC Uniform Grading Policy (UGP) upon high school graduation.

- a. The grade point average must be reported to two decimal places (minimum) and cannot be rounded. The GPA must be calculated after official completion of courses required for graduation.

Score an 1100 on the SAT or an equivalent 24 on the ACT

- a. SAT/ACT scores will be accepted through the June national test administration of the high school graduation year.
- b. It is permissible to select the highest SAT Evidence Based Reading combined with the highest SAT Math score from different test administrations. Students cannot use the SAT Writing subsection score to meet the minimum 1100 SAT requirement. Starting with the graduating class of 2018, SAT scores obtained prior to March 2016 cannot be used for eligible purposes.
- c. The ACT composite score must be at one test sitting.

Rank in the top 30% of the graduating class

- a. The ranking percentages must be reported in two decimal places (minimum) and cannot be rounded. The class rank must be based on the SC Uniform Grading Policy.
- b. 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 based on the UGP as described in (1a) above. The standardized test score and class rank requirements are waived.

LIFE Scholarship Enhancement - Initial Eligibility Requirements

A student must meet all of the eligibility requirements for a LIFE Scholarship and be a recipient of LIFE Scholarship funds. In addition, to receive a LIFE Scholarship Enhancement the student must be a declared math or science major by the beginning of the second academic year of college enrollment. Beginning with the 2007 freshman class and thereafter, all students must have successfully completed a total of at least fourteen credit hours of instruction in mathematics and life and physical science courses (including AP, IB and dual credit courses taken during high school) 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.

PALMETTO FELLOWS Scholarship - Initial Eligibility Requirements

For **Early Awards**, the school counselor/school representative must submit the application and required documentation to the Commission on Higher Education (CHE) for the Palmetto Fellows Scholarship by April 15th of the student's senior year. If the deadline falls on a Saturday, Sunday, or holiday the deadline is the preceding Friday (students cannot use the Early Awards criteria to be eligible for the Late Awards). Students are eligible to apply if they meet one of the following sets of academic requirements:

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 (32 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 **Early Awards**, test scores will be accepted through the March test administration of the senior year.

For **Late Awards**, the school counselor/school representative must submit the application and required documentation to the CHE for the Palmetto Fellows Scholarship by June 30th of the student's senior year. If the deadline falls on a Saturday, Sunday, or holiday the deadline is the preceding Friday. High school seniors are eligible to apply if they meet one of the following sets of academic requirements:

1. Score at least 1200 on the SAT (27 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 (32 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.

For **Late Awards**, test scores will be accepted through the June national test administration of the senior year. Students taking the June test administration date must have scores sent directly to the Commission by designating the following codes: SAT 4313; ACT 6326. Students and parents should ensure all SAT and ACT scores are provided/reported to their high school.

HOPE Scholarship:

The SC HOPE Scholarship Program was established under the SC Education Lottery Act and was implemented beginning with the 2002-03 academic year. It is a one-year merit-based scholarship created for first-time entering freshmen attending a four-year institution who do not qualify for the LIFE or Palmetto Fellows Scholarships but graduate from high school with at least a B average. Funding for the program is dependent upon the annual proceeds generated by the SC Education Lottery.

Award Amount:

Students attending an eligible four-year public or private college or university will receive up to \$2,800* (including a \$300 book allowance) towards the cost-of-attendance during the first- year of attendance only.

*Funding is awarded half in the fall term and half in the spring term. The HOPE Scholarship in combination with all other scholarships and grants shall not exceed the cost-of-attendance as defined in Title IV regulations for any academic year.

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

HOPE Scholarship - General Eligibility Requirements

- a. Graduate from high school or complete an approved home school program as prescribed by law.
- b. Attend an eligible South Carolina public or private college or university.
- c. Be a South Carolina resident at the time of high school graduation and at the time of college enrollment.
- d. Be a U.S. citizen or a legal permanent resident (who meets the definition of a eligible non-citizen according to State Residency Statutes);
- e. Be enrolled as a full-time degree-seeking student.
- f. Certify that he or she has never been convicted of any felonies and has not been convicted of any second alcohol or other drug-related misdemeanor convictions within the past academic year.
- g. Verify that he or she is not in default and does not owe a refund or repayment on any Federal or State financial aid; and
- h. Must not be a recipient of a LIFE Scholarship, Palmetto Fellows Scholarship, or Lottery Tuition Assistance.

HOPE Scholarship - Initial Eligibility Requirements

In order to qualify for the SC HOPE Scholarship, first-time entering freshmen must earn a cumulative high school 3.0 grade point ratio (GPR) based on the SC Uniform Grading Policy (UGP) For additional information on state awarded scholarships go to www.che.sc.gov.

Grade Changes

Grades can only be changed on a grade card, transcript or permanent record if the “CCSD Post-Marking Period Grade Change Form” is completed by the teacher and approved by a school administrator. The completed form is then filed in the student’s permanent record.

Attendance Requirements and Denial of Credit

Any student who misses 10% of the school year for any reason is considered to be chronically absent. A student, between the ages of 6 up to 17, is considered to be truant when he/she has 3 consecutive unlawful absences or 5 accumulated unlawful absences. School officials are required to develop a written intervention plan to address the student’s continued absence in conjunction with the child and parents.

Attendance is a requirement 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 who exceed the approved limits for absences may not receive credit in the course. A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction.

Course	Required Attendance for Credit	Maximum Absences (Lawful and/or Unlawful Absences)
90-day course	85 days	No more than 5-day absences
45-day course	42 days	No more than 3-day absences
180-day course	170 days	No more than 10-day absences

Visit the following websites for additional Information:

R43-274 Student Attendance: <https://ed.sc.gov/index.cfm?LinkServID=C27C05BB-0716-7048-590443881932F1A6>

R43 – 234 Defined Program, Grades 9-12 and Graduation Requirements: <https://ed.sc.gov/index.cfm?LinkServID=605ECD73-ACD2-2226-D69DE28436D6BBB0>

Guidelines for Denial of Credit

The Principal will investigate to determine if credit should be denied on the basis of attendance. Denial of credit will be based on, but not limited to:

- lawful vs. unlawful absences
- circumstances affecting absences
- responsibility demonstrated by parent or guardian and student
- the educational records of the student
- court recommendation, if applicable

Appeals Process for Denial of Credit

Consistent with state regulations, parents/guardians have the right to appeal attendance violation decisions and/or question the school records regarding attendance. The appeal should be made in writing to the school principal or designee. The decision of the principal or designee may be appealed to the level leader or designee. The decision of the level leader or designee may be appealed to the superintendent or designee by written request for appeal within ten (10) days of receipt of the decision of the level leader or designee. The decision of the superintendent or designee is final.

See CCSD Board Policy JH Student Absences and Excuses at:
<https://boardpolicyonline.com/?b=charles&s=245792>

NCAA Eligibility

Questions regarding NCAA eligibility should be directed to your school counselor or athletic director. Information pertaining to NCAA can be obtained from the NCAA at <http://www.ncaa.org/student-athletes/future>

Students are responsible for ensuring NCAA eligibility and should go to the above website to obtain a copy of the NCAA guide for the college bound student athlete.

NAIA Eligibility

Questions regarding NAIA eligibility should be directed to your school counselor or athletic director. Information pertaining to NAIA items can be obtained from the NAIA at www.playnaia.org/eligibility-center

Students are responsible for ensuring NAIA eligibility and should go to the above website to obtain a copy of the NAIA guide for the college bound student athlete.

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, some history, 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 in CCSD

In 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 any state required testing (if required).
- 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.

For more information see CCSD Board Policy **JFAB-R** at <https://boardpolicyonline.com/?b=charles&s=413502> 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.

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.

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 at least 18 years of age 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 22 and under, 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.

High School Diploma Program (R43-259 Section C) – Adult Education

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:

Subject	Diploma Requirements
English/Language Arts	4 Units
Mathematics	4 Units
United States History & Constitution	1 Units
Economics	.5 Unit
United States Government	.5 Unit
Social Studies	1 Unit
Science**	3 Units
Computer Science	1 Unit
Electives	9 Units
TOTAL UNITS	24 Units

**Must include equivalent of CP Biology I with EOCEP test.

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.

- Administration of the Official GED Practice Test: For a student to determine readiness to take the State GED test. Test battery will include Mathematics, Reasoning through Language Arts, Science, and Social Studies.
- GED Preparation: For students who need time to review academic skills in Mathematics, Science, Social Studies, and Reasoning through Language Arts. 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 – Adult Education

To enroll in the high school diploma program students must bring the following from their K-12 school:

- Official School Withdrawal Letter
- Official Transcript
- Copy of Birth Certificate
- Local school board constituent letter if 17 years old

A Record Request form will be sent to last school attended once student has enrolled. Adult Education will notify the school that all documentation has been received for enrollment. Official transcripts and test scores, if applicable, will be requested by Adult Education.

After the transcript is evaluated, Adult Education staff will meet with the student to discuss academic goals, career goals and courses required for graduation. Students can enroll in the High School Diploma Program with any number of credits.

Adult Education Courses

In Person Instruction

Algebra II, Geometry, Probability & Statistics. Additional courses are offered in person upon approval of curriculum and pacing guides by SDE, Office of Adult Education.

Virtual SC/Online

Additional credit courses for graduation are offered online. Students in CAE's high school diploma program have the option to access VirtualSC, a free state-sponsored online program. VirtualSC is an individualized online learning solution for students on the path to high school graduation. The site offers free rigorous online courses aligned to state standards that are developed and taught by highly qualified, South Carolina-Licensed teachers.

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. Students can enroll in the GED Preparation Program with any number of credits.

CP English III, CP English IV, Algebra II, Geometry, Probability & Statistics, American Government, Economics, Law Education, Psychology, and Sociology

Overview of Course Offerings

English Language Arts

Course Title	Course Number(s)	Credit
English 1	302400CW	1
English 1 Honors	302400HW	1
English 2	302500CW	1
English 2 Honors	302500HW	1
English 3	302600CW	1
English 3 Honors	302600HW	1
English 4	302700CW	1
English 4 Honors	302700HW	1
Dual Enrollment English Composition I (ENG 101)	301500EW	1
Creative Writing	303200CW	1
Journalism	305000CW	1

English 1 The English 1 course provides a **foundational** study of literary genres such as novels, short stories, poetry, drama, and literary nonfiction as well as the comprehension and analysis of informative / explanatory text using authentic, real-world, increasingly complex text. Opportunities for rich discussion and analytical conversation should be provided regularly to support students' correct use of Standard English grammar when communicating.

Students must also be able to: (a) write arguments to support claims, (b) write informative/explanatory texts to examine and convey complex ideas, and (c) write narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

As required by the South Carolina End-of Course Examination Guidelines, students enrolled in English 1 are required to take an examination. This state-administered final exam counts as 20 percent of the student's final grade during the semester in which the course is completed.

English 1 Honors Recommended Prerequisite: Teacher Recommendation This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

English 2 Prerequisite: English 1 English 2 is an **in-depth** study of multicultural literature and literary nonfiction such as novels, short stories, poetry, drama, and literary nonfiction as well as the comprehension and analysis of informative/explanatory text through the use of authentic, real-world, increasingly complex text. Opportunities for rich discussion and analytical conversation should be provided regularly to support students' correct use of

Standard English grammar when communicating.

Students must also be able to: (a) write arguments to support claims, (b) write informative/explanatory texts to examine and convey complex ideas, and (c) write narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

English 2 Honors Recommended Prerequisite: 85% in English 1 or 80% in English 1 Honors This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

English 3 Prerequisite: English 2 English 3 **introduces** global perspectives focusing on literary and informational texts from diverse cultures using authentic, real-world, increasingly complex text. Opportunities for rich discussion and analytical conversation should be provided regularly to support students' correct use of Standard English grammar when communicating.

Students must also be able to: (a) write arguments to support claims, (b) write informative/explanatory texts to examine and convey complex ideas, and (c) write narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

English 3 Honors Recommended Prerequisite: 85% in English 2 or 80% in English 2 Honors This course develops 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. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

English 4 Prerequisite: English 3 English 4 completes the global perspective initiated in English 3 by studying British and world literature. Opportunities for rich discussion and analytical conversation should be provided regularly to support students' correct use of Standard English grammar when communicating.

Students must also be able to: (a) write arguments to support claims, (b) write informative/explanatory texts to examine and convey complex ideas, and (c) write narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

English 4 Honors Recommended Prerequisite: 85% in English 3 or 80% in English 3 Honors or AP English Language and Composition 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. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

Dual Enrollment English Composition I (ENG 101) Recommended for Grade 11 or 12; Prerequisite: SAT-Evidence-based Reading/Writing 530; ACT- English 19; Accuplacer- Reading 237 and 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.

Creative Writing This course is designed for students who are highly motivated to write creatively. Students will

write in a variety of formats including journal entries, recollections, poetry, drama, and fiction. Students will be expected to self-direct independent projects and to work in small groups to peer-edit and revise.

Journalism 1 Recommended for Grade 10, 11 or 12; Recommended Prerequisite: Application required This course introduces the basic rhetorical and ethical principles of journalistic writing for news media--including newspapers, journals, radio, television, and online.

Mathematics

Course Title	Course Number(s)	Credit
Algebra 1	411400CW	1
Algebra 1 Honors	411400HW	1
Geometry	412200CW	1
Geometry Honors	412200HW	1
Algebra 2	411500CW	1
Algebra 2 Honors	411500HW	1
Probability and Statistics	414100CW	1

Algebra 1 This course is designed to provide students with a strong background in algebraic concepts and processes. It includes writing expressions, solving linear equations, operations with polynomials, factoring, linear functions and word problems. Students will also be introduced to nonlinear functions such as exponentials and quadratics. Upon completion of this course, students are required to take the **SC Algebra End-of-Course Exam** which will count 20% of the final grade. End-of-Course Exam must be attempted by the 3rd year enrolled in High School.

Algebra 1 Honors Teacher Recommendation Required This course examines relationships between quantities and expressions, reasoning with linear equations and inequalities, creating, modeling and analyzing linear, quadratic and exponential functions, interpreting functions, and using function notation. 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. Requires End of Course Exam.

Geometry Prerequisite: Algebra 1, Algebra 1 Honors, or Intermediate Algebra This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. Topics include logic and proof, parallel lines, polygons, perimeter, area analysis, volume, surface area analysis, similarity, congruence, trigonometry, and analytic geometry. **Geometry may be taken concurrently with Algebra 2.**

Geometry Honors Recommended Prerequisite: 80% in Algebra 1 Honors or 85% in Algebra 1 OR 80% in

Algebra 2 or 85% in Algebra 2 Honors This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Algebra 2 Prerequisite: Algebra 1 or Intermediate Algebra This course is designed to provide students with a strong background in algebraic concepts and processes. Topics include understanding algebraic and geometric representations of functions to include the following: quadratic, square root, absolute value, rational, exponential, and logarithmic. Polynomials, sequences, series and conic sections are also introduced. This course is recommended to be taken after Geometry or Geometry Concepts. **Algebra 2 may be taken concurrently with Geometry.**

Algebra 2 Honors Recommended Prerequisite: 80% in Algebra 1 Honors or 85% in Algebra 1 OR 80% in Geometry or 85% in Geometry Honors This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses.

Probability and Statistics Prerequisite: Geometry and Algebra 2 This course encompasses the design of a statistical study; collection, organization, display, and interpretation of data; basic statistical methods of analyzing data; and basic concepts of probability. This course is designed to introduce the methods used in the field of applied statistics.

Natural Sciences

Course Title	Course Number(s)	Credit
Earth Science	326500CW	1
Biology 1	322100CW	1
Biology 1 Honors	322100HW	1
Marine Science	322500CW	1
Forensic Science	324500CW	1
Chemistry 1	323100CW	1
Chemistry 1 Honors	323100HW	1

Earth Science Recommended for Grade 9 This course is designed to meet the SC Earth Science standards related to geology, paleontology, biochemical cycles, weather and climate. Students examine the nature of the Earth's composition, processes and place in the universe in order to connect in their relevance to local and global issues. Laboratory activities provide numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands- on lab activities that address the SC Science Standards and Engineering Practices which are an integral part of this course.

Biology 1 Recommended for Grade 9 or 10; Prerequisite: Algebra 1 This introductory laboratory-based course is designed to give students a sound background in major biological concepts. Biology 1 is designed to be both academically rigorous and realistic for students pursuing entry into a four-year college. Biology 1 builds on the life science principles learned in middle school. Topics include: the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, and energy, and organization in living systems, and behavior and regulation.

Laboratory activities provide numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands-on lab activities that address the SC Science Standards and Engineering Practices are 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. End-of-Course Exam must be attempted by the 2nd year enrolled in High School.

Biology 1 Honors Recommended for Grade 9 or 10; Recommended Prerequisites: 85% in Algebra 1 or 80% in Algebra 1 Honors This course is designed at a higher level of rigor to reflect the forthcoming state department rubric for Honors level courses. End-of-Course Exam must be attempted by the 2nd year enrolled in High School.

Marine Science Recommended for Grade 10, 11, or 12; Prerequisite: Biology 1; Lab Fee Requirement: \$15.00 This course is designed to meet the needs of the student who wishes to obtain an in-depth awareness of coastal and marine systems. The course will include a study of the biological, physical, chemical, and geological aspects of oceanography, marine biology, the coastal environment, and the interrelationships among the disciplines. Instructional strategies include inquiry-based laboratory and field experiences, discussions with speakers, and projects.

Forensic Science Recommended for Grade 10, 11 or 12; Prerequisite: Biology 1; Lab Fee Requirement: \$15.00 This inquiry-based course is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy, and Physiology, as well as, other aspects of science.

Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair and fibers, toxicology, serology, DNA, fingerprints, and document analysis. The focus of this course will be to emphasize the evidential value of a crime scene and related evidence, as well as the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment-based situation for the better understanding of students. The experiments used reinforce previously learned scientific principles rooted in Biology and Chemistry.

Chemistry 1 Recommended for Grade 10, 11, or 12; Prerequisite: Biology 1, and Geometry OR Algebra 2 This course introduces major chemistry principles and builds on concepts introduced in physical science. Chemistry 1 is designed to be both academically rigorous and realistic for students pursuing entry into a four-year college. Through well-designed laboratory experiences, the student will master concepts, use problem-solving skills, and apply them to real-world situations. Topics include chemical safety, atomic theory, the periodic table, 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 Science Standards and Engineering Practices are an integral part of this course.

Chemistry 1 Honors Prerequisite: Biology 1 and Algebra 2. 80% in the Honors levels or 85% in the College Prep levels. The honors course exceeds course standards in rigor, complexity, challenges, and creativity.

Social Studies

Course Title	Course Number(s)	Credit
Human Geography	330700CW	1
Human Geography Honors	330700HW	1
Current Events/Foreign Policy	333700CW	1
Psychology	334000CW	1
U.S. History and Constitution	332000CW	1
U.S. Government	333000CH	0.5
U.S. Government Honors	333000HH	0.5
Economics	335000CH	0.5
Economics Honors	335000HH	0.5
Law Education	333600CW	1
Sociology	334500CW	1

Human Geography Recommended for Grade 9 The focus of Human Geography includes the physical and cultural characteristics of Earth. The course is organized systematically around the topics of region, physical earth dynamics, population, culture, economic systems, urban systems, political systems, and the environment. Critical thinking will be emphasized in this course, with an emphasis on developing spatial thinking skills and competencies related to places, regions, movement across space and time, and human- environment interaction. Conceptual in nature rather than place specific, the course may be taught from a systematic or regional perspective.

Human Geography Honors Recommended for Grade 9; Teacher Recommendation Required This course explores 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. Inquiry topics and themes include places and regions, environment and resources, human systems, and applied geography. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

Current Events/Foreign Politics This course introduces major issues and factors influencing national and world affairs, emphasizing the role of the United States in the global community and the impact of growing interdependence on individuals and communities.

Psychology Recommended for Grade 11 or 12 The Psychology 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, in addition to 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 and develop their writing skills. Argument writing and/or case study analytic writing is to be incorporated into instruction of this course.

U.S. History and Constitution Recommended for Grade 11 The focus of United States History and the

Constitution is the story of the American people from the period of the colonial settlement to the present day, including the nation's developing role in world affairs in the twentieth and twenty-first century. Instruction in this course will include an intentional investigation into multiple perspectives of historical events, as well as, the use of primary sources, document analysis, and activities and assessments which incorporate historical thinking skills. Oral and written argumentation using evidence from sources will be required in units of instruction. All students enrolled in this course will take South Carolina's End-of-Course exam for U.S. History and Constitution at the end of the instructional period.

U.S. Government Recommended for Grade 12 In the United States Government course, students will study the theory and practice of American government. The course is designed to provide a comprehensive introduction to fundamental political concepts that will provide students with the knowledge and skills to understand and participate in the American political system. United States Government will examine basic political theory and governmental systems, American political development and theory, the constitutional basis and structure of American government, as well as, citizen involvement in the political system. As amended by Article 1, Chapter 29, Title 59 of the 1976 South Carolina Code Section 59-29-240, legislation known as the **James B. Edwards Civics Education Initiative** requires all South Carolina students enrolled in U.S. Government to take the United States Citizenship Civics test produced by the United States Citizenship and Immigration Services in order to demonstrate a knowledge and understanding of the fundamentals of United States History and the principles and form of United States government.

U.S. Government Honors Recommended for Grade 12 in conjunction with Economics Honors; Recommended Prerequisite: 80% in U.S. History Honors or 85% in U.S. History This course provides a basis for students to develop the skills necessary to live and thrive in America's constitutional democracy and participate in society as active and informed citizens. Topics in civic engagement are founded in the historical and philosophical principles, political values and institutions, and processes of law that shaped and continue to sustain America's constitutional democracy. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

Economics Recommended for Grade 12 in conjunction with U.S. Government Economics is a social science. The science of economics uses data to analyze, interpret and predict the behavior of individuals and institutions based upon incentives. The goal of a study of economics is to teach students how to evaluate choices. Scarcity forces all entities, individuals, communities, and nations to prioritize and choose from available resources to meet their needs. The choices societies make affect the well-being of all citizens. The consequences of these choices are evaluated through the numerical measurements of gross domestic product (GDP) and consumer price index (CPI), as well as, using other quantitative measurements.

Economics Honors Recommended for Grade 12 in conjunction with U.S. Government Honors; Recommended Prerequisite: 80% in U.S. History Honors or 85% in U.S. History This course examines economics and personal finance, including rational decision making, connections between personal finance and short-term and long-term goals, exchange and markets, economic indicators and policy making, and the impact of economic incentives. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

Law Education Recommended for Grades 10 or 11 This course introduces topics in constitutional and criminal law, including the application of the Bill of Rights to federal and state systems, basic elements of specific criminal offenses and defenses, and legal principles establishing how criminal law is established and reviewed.

Sociology Recommended for Grades 10, 11, or 12 This course introduces the fundamental concepts and

principles of sociology, including culture, socialization, interaction, social groups and stratification, effects of population growth, and technology in society and social institutions.

Modern and Classical Languages

Course Title	Course Number(s)	Credit
Spanish 1	365100CW	1
Spanish 2	365200CW	1
Spanish 3	365300CW	1
Spanish 3 Honors	365300HW	1

Spanish 1 This course is designed to develop language skills in Spanish through practical activities that focus on meaningful personal communication. In the first year of a modern world language, students become familiar with the sounds of the language, its basic vocabulary, and the most common structures. They study the cultures, countries, and the lifestyles of the people who speak the language. Students also learn vocabulary to reflect students' needs and interests in each unit of study. Through standards-based instruction that focuses on language proficiency, Spanish 1 students will be able to understand simple questions, orally express themselves in a comprehensible manner, read for comprehension, and write a comprehensible paragraph or brief letter, all within familiar contexts.

Spanish 2 Prerequisite: Spanish 1 This course builds on and reinforces language acquired in Spanish 1. Language proficiency will expand and develop through performance-based instruction and assessment. The vocabulary students learn is directly related to the purposes and situations of the context or established topics. Students will also learn vocabulary to reflect students' needs and interests in each thematic topic. Students continue to study practical, day-to-day use of language in a broader context. Daily practice through performance-based instruction will facilitate the development of language as students gain insight into cultures of Spanish-speaking countries.

Spanish 3 Prerequisite: Spanish 2 This course builds on and reinforces language capacity acquired in Spanish 1 and 2. Students progress in the ability to communicate using new vocabulary and structures and develop a deeper understanding of the cultures of Spanish-speaking countries. Greater emphasis is placed on linguistic competence and accuracy in this course and in each successive year of language study. Students are given the opportunity to read and discuss authentic materials.

Spanish 3 Honors Prerequisite: Spanish 2 or Spanish 2 Honors with recommended grade 85% or 80%, respectively While the general content of honors level Spanish 3 is like Spanish 3 CP, the honors course focuses on more in-depth knowledge of content and greater refinement of language proficiency. It also moves at a more accelerated pace. This course is comparable in terms of workload and emphasis to IB or AP classes, as more challenging academic work is given to students. It is recommended for highly motivated students because of the quality, as well as quantity, of the work expected. This course builds on and reinforces language capacity acquired in Spanish 1 and 2. Students' progress in the ability to communicate using new vocabulary and structures and develop a deeper understanding of the cultures of Spanish-speaking countries. Greater emphasis is placed on linguistic competence and accuracy in this course and in each year of successive language study. Students read and discuss authentic materials, including poetry, stories, news reports, film, magazine articles and literature.

Multilingual Learner Program

Course Title	Course Number(s)	Credit
Multilingual Learner Program 1	308400CW	1
Multilingual Learner Program 2	408000CW	1
Multilingual Learner Program 3	408100CW	1
Multilingual Learner Program 4	408200CW	1
Multilingual Learner Program 5	408700CW	1
Multilingual Learner Program 6	408800CW	1
Multilingual Learner Program 7	408900CW	1
Multilingual Learner Program 8	409000CW	1

ESOL 1 / ESOL 2 / ESOL 3 / ESOL 4 / ESOL 5 / ESOL 6 / ESOL 7 / ESOL 8 Grade 9, 10, 11, 12 This course is intended for students who have been tested by a certified ESOL teacher and have been designated an English Language Learner and accepted in the ESOL program for services. All English Language Learners who have not scored fluent on a state-approved language proficiency test or screener are eligible to take this course. This course is for students for whom English is not the primary language, but rather a subsequent language. The course is designed to build English language fluency, learning strategies, reading, writing, listening, and speaking. A variety of data-driven instructional strategies will lay a foundation for success in mainstream classes while allowing students to earn elective credits towards graduation. *ESOL / English Prep is limited to English Language Learners only.

This elective course is designed to assist non-English speaking students in their transition to regular high school classes.

Fine Arts

Course Title	Course Number(s)	Credit
Art 1	350100CW	1
Art 2	350200CW	1
Art 3	350300CW	1
Art 4	350400CW	1
Dance 1	450100CW	1
Dance 2	450200CW	1
Dance 3	450300CW	1
Theatre 1	452100CW	1
Theatre 2	452200CW	1
Theatre 3	452300CW	1

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

Art 1 This course introduces the content and skills needed to use different materials, techniques, and processes to create and improve original works of art. It also develops literacy in visual arts by emphasizing the description, interpretation, and evaluation of art in the context of personal and external meaning, art history, and world culture.

Art 2 This course further develops the content and skills needed to use different materials, techniques, and processes to create and improve original works of art. It also develops literacy in visual arts by emphasizing the description, interpretation, and evaluation of art in the context of personal and external meaning, art history, and world culture.

Art 3 This course continues to develop the content and skills needed to use different materials, techniques, and processes to create and improve original works of art. It also develops literacy in visual arts by emphasizing the description, interpretation, and evaluation of art in the context of personal and external meaning, art history, and world culture. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity.

Art 4 This course continues to develop the content and skills needed to use different materials, techniques, and processes to create and improve original works of art. It also develops literacy in visual arts by emphasizing the description, interpretation, and evaluation of art in the context of personal and external meaning, art history, and world culture.

Dance – Levels 1 and 2 This course introduces the skills needed for creating and exploring through movement, developing technical proficiency and effective expression, and interpreting and evaluating performance art. A focus is also placed on connecting dance with personal expression and career goals. Target proficiency level: Novice Mid to Intermediate Low.

Dance 3 This course further develops the skills needed for creating and exploring through movement, developing technical proficiency and effective expression, and interpreting and evaluating performance art. A focus is also placed on connecting dance with personal expression and career goals. Target proficiency level: Intermediate Mid to Intermediate High

Theatre – Levels 1 and 2 This course introduces theatre content and processes including playwriting, acting, designing and technical theatre, directing, researching, making connections, valuing and responding, and relating history and culture. Target proficiency level: Novice Mid to Intermediate Low.

Theatre 3 This course further develops theatre content and processes including playwriting, acting, designing and technical theatre, directing, researching, making connections, valuing and responding, and relating history and culture. Target proficiency level: Intermediate Mid to Intermediate High

Band – Levels 1, 2, 3 and 4 This course introduces the skills needed for arranging, performing, and responding to instrumental music. It also connects musical ideas and works to personal experience, careers, culture, history, and other disciplines. An emphasis is placed on producing a characteristic tone, performing with technical accuracy, and using music notation in individual and group performance. Target proficiency level: Novice Mid - Intermediate Low

Physical Education

Course Title	Course Number(s)	Credit
Physical Education 1	344100CW	1
Physical Education 2	344200CW	1
Physical Education 3	344300CW	1
Physical Education 2 (Varsity Sports)	344230CW	1
Physical Education 3 (Varsity Sports)	344330CW	1
Physical Education 4 (Varsity Sports)	344430CW	1

Physical Education 1 This course develops the skills needed to enjoy a lifetime of physical activity. Regular participation supports the mastery of more advanced skills. Emphasis is placed on designing and implementing a personal fitness plan and recognizing the value of physical activity in quality of life.

Physical Education 2 This course further develops the skills needed to enjoy a lifetime of physical activity. Regular participation supports the mastery of more advanced skills.

Physical Education 3 This course further develops the skills needed to enjoy a lifetime of physical activity. Regular participation supports the mastery of more advanced skills.

Physical Education 2, 3, or 4 (Varsity Sports) Student athletes. Conditioning and weight training course. Students selected by coaches.

Junior ROTC

Course Title	Course Number(s)	Credit
Navy ROTC 1	375103CW	1
Navy ROTC 2	375203CW	1
Navy ROTC 3	375303CW	1
Navy ROTC 4	375403CW	1

Navy Junior ROTC Naval Science 1 Prerequisite: PE 1 or NJROTC 1 This course is designed to introduce the student to the natural science areas of oceanography, navigation, and shipboard indoctrination including engineering. The course also includes further examination of naval history. Leadership, first aid, seamanship and drills, commands and ceremonies are used as a practical application of unit leadership training. Emphasis is placed on the importance of physical fitness, good health, and appearance. Cadets will need to follow the Navy Hair Requirements.

Navy Junior ROTC Naval Science 2 Prerequisite: NJROTC 1 This second-year course is designed to introduce the student to the natural science areas of oceanography, navigation, and shipboard indoctrination including engineering. It also includes an examination of naval history. Leadership, first aid, seamanship and drills, commands

and ceremonies are used as a practical application of unit leadership training. Emphasis is placed on the importance of physical fitness, good health, and appearance). Cadets will need to follow the Navy Hair Requirements.

Navy Junior ROTC Naval Science 3 Prerequisite: NJROTC 2 This third-year course is designed to introduce students to the natural science areas of meteorology, basic electricity and electronics, and astronomy. This course also covers naval history, leadership, American democracy, naval careers, and survival training. Drills, commands and ceremonies are used as a practical application of leadership training. Emphasis is placed on the importance of physical fitness, good health, and appearance. Cadets will need to follow the Navy Hair Requirements.

Navy Junior ROTC Naval Science 4 Prerequisite: NJROTC 3 This fourth-year course is designed to familiarize the student with naval leadership, training and evaluation, as well as citizenship, military justice and international law, and the sea. The student will learn about naval history, naval strategy, national security and operations, naval electronics, and weapons. Emphasis is placed on the importance of physical fitness, good health, and appearance. Cadets will need to follow the Navy Hair Requirements.

Career and Technology Education

Cluster: Business, Management, and Administration

Course Title	Course Number(s)	Credit
Entrepreneurship	540000CW	1
Marketing	542100CW	1
Marketing Management	509100CW	1
Personal Finance	513100CW	1
Business, Management and Administration, Work-Based Credit	549000CW	1

Entrepreneurship Recommended for Grade 11 or 12; Prerequisite: Completion of 2 courses in Marketing, Business, or Finance Entrepreneurship 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 marketing, staffing and financial considerations.

Marketing Recommended for Grade 10, 11 or 12 Marketing introduces marketing concepts and examines the economic, marketing, and business fundamentals, in addition to the marketing functions of selling, promotion, and distribution. The standards listed are core standards and those standards reflecting the needs of the local business community.

Marketing Management Recommended for Grade 10, 11 or 12 Marketing Management is the study of marketing from the decision-makers' view. 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.

Personal Finance Recommended for Grade 10, 11 or 12 Personal Finance 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.

Business, Management, and Administration Work-Based Credit Recommended for Grade 11 or 12 and at least 16 years of age Cooperative Education experiences are designed for students who have completed at least two units of credit in a state recognized Career and Technology Education (CTE) major and are enrolled in the subsequent course or have completed three units in a state recognized CTE major with mastery of standards to be eligible for participation. Students may be awarded credit for Work-Based Learning Experiences that meet acceptable criteria.

Cluster: Hospitality and Tourism

Course Title	Course Number(s)	Credit
Intro to Culinary Management	572200CW	1
Culinary Management 1	572000CW	1
Culinary Management 2	572100CW	1
Intro to Hospitality & Tourism Management	547800CW	1
Event & Entertainment Management	547500CW	1
Lodging Management	547300CW	1
Foods and Nutrition 1	582400CW	1
Foods and Nutrition 2	582500CW	1

Intro to Culinary Management *Grades 9, 10, or 11* Introduction to Culinary Arts Management provides students with an overview of interest, aptitude, and technical skills to provide foundational skills and knowledge for Culinary Arts 1 and/or the food service industry. Integration of the Family and Consumer Sciences student organization, Family Career and Community Leaders of America (FCCLA) provides leadership and entrepreneurship experiences. Participation in the career & technology organization SkillsUSA provides the students with the opportunity to compete and display professional baking techniques.

Culinary Management 1 Requirements: Application with teacher recommendation; Lab Fee: \$25; Students must purchase required clothing/uniform Culinary Arts prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations.

Culinary Management 2 Recommended for Grade 10, 11 or 12; Prerequisite: Culinary Management 1, Application required with teacher recommendation; Lab Fee: \$25; Students must purchase required clothing/uniform Culinary Arts 2 is an advanced level course that prepares the serious culinary student for gainful employment and/or entry into postsecondary education. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career options. Students have opportunities to develop skills in workplace settings.

Intro to Hospitality and Tourism Management **Grades 9, 10, or 11** Hospitality + you = unimaginable opportunities. Introduction to Hospitality and Tourism Management explores the nature, concepts and impact of the hospitality and tourism industry. This course focuses on foundational information about the hospitality and tourism industry and provides 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 (FCCLA and/or DECA) and other leadership or extracurricular organizations to enhance their learning.

Event and Entertainment Management **Grades 9, 10, or 11** Familiarizes students with management techniques and strategies for successful planning, promotion, and implementation of special events that result in extraordinary and memorable experiences. Students will learn the basics about what it takes to add the “WOW factor” for customers whether the event is a sporting event, corporate event, family reunion, cruise, wedding, party, etc. Students will engage in project- and problem-based learning opportunities for event evaluation, direct observation of, and hands-on involvement in the planning and staging of special events. Students are encouraged to participate in extended learning experiences such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations to enhance their learning.

Lodging Management **Grades 10, 11, or 12** There ‘s no dodging the lodging! So, check-in for a five star experience! Lodging Management is the study of the lodging industry’s history, growth, development and future direction. Students will learn what it takes to provide ideal guest experiences from a management perspective. The course covers front office procedures and interpersonal dynamics experiences from reservations through night audit. Students are encouraged to participate in extended learning such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations to enhance their learning experiences.

Foods and Nutrition Students enrolled in Foods and Nutrition 1 will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal planning, preparation techniques, table service and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, communications, and economics. The ServSafe® Food Handlers certification provides increased marketability for students seeking employment. Foods and Nutrition 1 is a prerequisite for Foods and Nutrition 2. Inclusion of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Hospitality and Tourism Work-Based Credit Recommended for Grade 11 or 12 and at least 16 years of age Cooperative Education experiences are designed for students who have completed at least two units of credit in a state recognized Career and Technology Education (CTE) major and are enrolled in the subsequent course or have completed three units in a state recognized CTE major with mastery of standards to be eligible for participation. Students may be awarded credit for work-based learning experiences that meet acceptable criteria.

Cluster: Information Technology and Digital Communications

Course Title	Course Number(s)	Credit
Fundamentals of Web Page Design and Development	503100CW	1

Adv Web Page and Design and Development	531100CW	1
Fundamentals of Computing	502300CW	1
Image Editing	534000CW	1

Fundamental of Web Page Design and Development Grades 9, 10, 11, or 12: Fundamentals of Web Page Design guides 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.

Advance Fundamental of Web Page Design and Development Recommended for Grades 10, 11, or 12.

Prerequisite: Fundamental of Web Page Design and Development: Web Page Design and Development provides 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 Hypertext Markup Language (HTML), Cascading Style Sheets (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.

Fundamentals of Computing Grades 9, 10, 11, or 12: Fundamentals of Computing introduces 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. This is for students pursuing a computer science major or pathway.

Image Editing Prerequisite: Digital Multimedia. This course is designed to provide the student with the knowledge and skills needed to utilize digital imaging software in editing and designing images and graphics. Students also learn the use of technologies related to digital imaging such as basic computer operations, file sharing across networks, digital scanning, digital photography, and preparing documents for output to various types of media.

Cluster: Law, Public Safety, Corrections and Security Programs

Course Title	Course Number(s)	Credit
Introduction to Law, Public Safety, Correction and Security	650500CW	1
Law Enforcement Services 1	651000CW	1
Law Enforcement Services 2	651100CW	1

Introduction to Law, Public Safety, Corrections and Security Grades 9, 10, or 11: Introduction to Law, Public Safety, Corrections and Security and Law Enforcement Services provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services.

Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area of Law Enforcement Services and Fire Fighter and the community to help deliver instruction to the students. English language arts are reinforced, and Work-based learning strategies appropriate for this course include job shadowing.

Law Enforcement Services 1 Grades 9, 10, or 11. Prerequisite: Intro to Law, Public Safety, Corrections and Security: Law and Enforcement Services 1 prepare individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operations and maintenance, report preparation and other routine law enforcement responsibilities.

Law Enforcement Services 2 Grades 10, 11, or 12 Prerequisite: Law Enforcement Services 1: Law and Enforcement Services 2 prepare individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operations and maintenance, report preparation and other routine law enforcement responsibilities.