

BURKE HIGH SCHOOL

Program of Studies



2024-2025

BURKE HIGH SCHOOL
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BURKE HIGH SCHOOL MISSION STATEMENT

The mission of Burke High School is to foster independent and responsible lifelong learning so that upon graduation, students will enter college, the military, or the workforce with the necessary skills to compete with their peers and become positive members of society.

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, PL 101 - 476; and other Civil Rights Laws.

Profile of the South Carolina Graduate

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

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

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



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and
problem solving
Collaboration and teamwork
Communication, information,
media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

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

© SCASA Superintendents' Roundtable

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



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 OR • Scores a composite score of 1020 or higher on the SAT OR • Scores a 3 or higher on an Advanced Placement exam in English, Mathematics, Science or Social Studies, or an AP Capstone OR • Scores a 4 or higher on an IB assessment in English, Mathematics, Science or Social Studies OR • 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"> • Earns a scale score of 31 on the ASVAB OR • Earns a Silver, Gold or Platinum WIN Certificate on the Ready to Work exam OR • Is a CATE Completer and, where applicable, has earned a national industry credential that is approved by the SC Department of Commerce OR • Completes a registered apprenticeship through Apprenticeship South Carolina OR • Completes a documented work-based learning experience (WBL) to include 40+, IGP Aligned, Training Agreement & Positive Supervisor Evaluation

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Disclaimer:

Burke High School makes every effort to ensure that the information in this Program of Studies is informative and accurate. However, new statutes and regulations may impact, negate, or change the implementation of the programs and/or courses described. This Program of Studies should in no way be seen as a contract but as a guideline for students as they move through their high school years. This Program of Studies contains information current as of September 2024. As state and district policies and regulations are revised, updated information will be available in the Burke High Guidance Office. Some courses in this Program of Studies may not be offered due to lack of enrollment.

PROGRAM OF STUDIES PURPOSE

The Burke High School's Program of Studies provides students and parents with a framework of information relevant to the educational opportunities at our school. The design for the secondary curriculum provides flexibility to meet the unique needs of individual high school students. Additional information about programs and curriculum at Burke can be obtained from the guidance department or by viewing the Program of Studies posted on our website.

High School course offerings are designed to provide all students with a wide variety of challenging courses in all curricular areas to prepare students for success in the global economy of the 21st Century. This Program of Studies provides the opportunity for students to prepare for post-secondary education

and to acquire skills needed in the workplace. To help students make course selections that meet their educational and career goals, individual advisement from the guidance department will be available. Academic recommendations may be necessary from a student's teachers prior to his or her guidance conference. Student's academic advisor and teachers also serve as resources for advice in making course selections during the registration process. Students should take seriously the selection of courses for the next school year and choose a course of study based on their individual abilities, goals and interests.

In addition to reviewing the South Carolina requirements for a high school diploma on page 2 of this Program of Studies, students should also review the minimum requirements for admission to South Carolina public four-year colleges and universities as specified by the South Carolina Commission on Higher Education on page 8. Some colleges and universities are highly competitive and selective in their admissions, so, Burke students are encouraged to select a rigorous course of study and enroll in upper level courses as much as possible.

Students' elective course choices are very important and should be made in alignment with their college and career goals. Students are encouraged to complete a major of four elective courses based on their post-secondary goals. The Curriculum Framework provides an outline of the schools of study, clusters, and majors available at Burke High School. The Curriculum Framework, on page 9, should be referred to during the course selection process

Although school counselors are available for academic advising, students and their parents are responsible for making certain that the student's academic plan meets the requirements for both his or her intended diploma and post-secondary goals.

A rigorous course of study is an expectation of many colleges and employers. Burke's students are encouraged to select challenging courses and to consider advanced placement and dual credit options. Students should also consider courses, which may lead to industry certificate.

Decisions on whether courses will be offered is dependent on student enrollment and staffing. Burke High School reserves the right to cancel or eliminate courses for any given school year. If the administration decides or cancel a course due to low student enrollment or lack of a highly qualified teacher, the student's alternate choice will be used. If that course is also not available, the student will be consulted to make a new selection, or if the student cannot be reached, his or her administrator or counselor will make the choice.

The principal must approve any course taken for credit outside of the traditional school setting, prior to enrollment in the course.

SOUTH CAROLINA HIGH SCHOOL DIPLOMA REQUIREMENTS

In order to receive a state high school diploma, the student must have attended the high school issuing the diploma for at least the semester immediately preceding graduation, except in the case of a bona fide change of a residence to a location where the sending school will not grant the diploma. Based on State Law, requirements to receive South Carolina High School Diploma (graduation requirements) for students in grades 9-12 are prescribed as follows:

English/Language Arts	4 units
Mathematics	4 units
Science*	3 units
United States History and Constitution	1 unit
Economics	½ unit
United States Government	½ unit
Other Social Studies Elective	1 unit
Physical Education or Junior ROTC	1 unit
Computer Science**	1 unit
Foreign Language***	1 unit
OR	OR
Career and Technology Education	1 unit
Personal Finance	½ unit
TOTAL CORE UNITS	17 UNITS
Electives****	7 unit
TOTAL UNITS	24 UNITS

*All students, whether on the diploma or certificate track, must take Biology and the Biology End-of-Course Examination in order to meet requirements set by the State Board of Education.

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

***The student in a College Preparatory Program must earn one unit in a foreign language. Many colleges and the South Carolina Department of Education recommend that college bound students earn 2 - 3 units in the SAME foreign language. If a student does not plan to enter college, then one unit in Career and Technology Education beyond the computer science unit must be earned.

****The Comprehensive Health Education Act requires that prior to graduation students receive instruction in health either embedded in another course or as a stand-alone course such as Personal Health, Community health, or another approved health course.

ATTENDANCE/DENIAL OF CREDIT

Attendance is a requirement for promotion and/or credit. Students must attend at least 85 days of a 90-day course or 170 days of 180-day course or 42 days of a 45-day course. Students who exceed the approved limits for unexcused absences may not receive credit in the course. If a student fails a course due to excessive absences, an FA will be recorded on his or her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 51.

NOTES FOR ABSENCES

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

GRADE CLASSIFICATION

Grade classification will be determined at the beginning of the school year and at the end of the first semester.

Grade 9

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

Grade 10

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

- One unit in English 1
- One unit in mathematics.

Grade 11

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

- One unit English 1
- One unit English 2
- Two units mathematics
- One unit science

Students in the third year of high school will be administered both the ACT Assessments and ACT WorkKeys 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 in English 1
- One unit in English 2
- One unit in a third English
- 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 at the beginning of the first semester even if all of the units listed above are not completed

SOUTH CAROLINA END-OF-COURSE EXAMINATIONS

After completion of the following courses, the State of South Carolina mandates an end-of-course examination:

- Algebra 1
- Biology 1
- English 2
- U. S. History and Constitution

Scores for these examinations will count as 20 percent of each student's grade in that course.

COURSE LOAD LATE ARRIVALS/EARLY DISMISSALS

All general education students enrolled in in grades 9-12 at Burke High School must be enrolled in a minimum of units as follows:

Grades 9-10	8 units
Grade 11	8 units
Grade 12	5 units (at least 2 courses in a semester)

The first priority given in course scheduling is to make certain that all students receive the strongest academic preparation possible. All students are required to enroll in at least one English course and one mathematics course. Late arrivals or early dismissal will be considered after all other courses are scheduled.

Students must receive the principal's approval and parent/guardian consent before a late in or early dismissal is scheduled

SCHEDULE CHANGES 2024-2025

Students are urged to consider their course selections carefully during registration. Teacher assignments, course offerings, and class sizes are determined from registration information. The master schedule is developed based on what students' request in the spring. Any request for a schedule change for the 2024 – 2025 school year can be made within the first 5 days of the fall/spring semester

Students may not request changes except for the following reasons:

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

Please note the following with regard to schedules:

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

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

THE SOUTH CAROLINA VIRTUAL SCHOOL PROGRAM

The South Carolina Virtual Program has an all new look and name but still provides the same courses online. VirtualSC is a free, state-sponsored program. It is an effective online learning opportunity for students. Online courses provide an effective alternative for motivated students to meet graduation requirements, resolve scheduling conflicts, as a homebound option, and to recover credit. They also provide a flexible option for students who require an alternative setting.

The principal or designee PRIOR to enrollment must approve enrollment in any virtual course. To begin the application process, students should contact their guidance counselor for an information packet. Additional information, if enrolling in a virtual course via the South Carolina Virtual High School Program can be obtained by visiting <http://ed.sc.gov/>. **All virtual school courses not taken through an approved program at the home school must be taken through the Virtual SC Program.**

CREDIT RECOVERY

Credit Recovery is an option for schools to implement in order to better assist students who are at risk of failing to graduate due to course failure. The purpose of this program is to offer an opportunity for motivated students to recover lost credit by using an alternative instructional model. Credit Recovery is for students who have met the seat time requirement (see page 2, Attendance/Denial of Credit) and **earned a final grade between 50 and 59.**

Students who did meet the seat time requirement, earned a “WF” or earned a final grade below 51 are not eligible for Credit Recovery.

There are specific guidelines for participation in the Credit Recovery courses. Please contact your guidance counselor for more information.

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: [South Carolina Department of Education 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 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).

COMPUTER SCIENCE GRADUATION REQUIREMENTS

All students must earn one unit of credit in computer science. If the student takes a keyboarding course, that course may count as half (½) of the required unit of computer science.

A unit of credit applied toward the computer science requirement cannot be used to meet the mathematics requirements or the Career Technology Education requirements for graduation.

The following courses may count as computer science credit:

Computer Education

*AP Computer Science (AB)	1 unit
Google Applications	1 unit

Science, Technology, Engineering, and Mathematics Cluster

*Aerospace Engineering	1 unit
*Biotechnical Engineering	1 unit
*Civil Engineering and Architecture	1 unit
*Computer Integrated Manufacturing	1 unit
*Digital Electronics	1 unit

*Introduction to Engineering Design	1 unit
*Principles of Engineering	1 unit

Business, Management, and Administration Cluster

Digital Desktop Publishing	1 unit
Digital Input Technologies	1 unit
Digital Multimedia	1 unit
Image Editing 1, 2	1 unit
Integrated Business Applications	1 unit

Information Technology Cluster

Advanced Animation	1 unit
*Advanced Cyber Security	1 unit
Computer Programming 1, 2	1 unit
Computer Programming with Java 1	1 unit
*Computer Service Technology 1, 2	1 unit
*Cyber Security Fundamentals	1 unit
*Exploring Computer Science	1 unit
Foundations of Animation	1 unit
*Games Design and Development	1 unit
Information Technology Foundations	1 unit
*Information Technology Fundamentals	1 unit
*Networking 1, 2	1 unit
Web Page Design and Development 1, 2	1 unit

Marketing Cluster

Digital Media Marketing	1 unit
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Documented mastery of the keyboarding competencies is required prior to taking some of the above courses based on prerequisites listed in the state standards. These courses are acknowledged with an asterisk (*) before the name of the course.

TRANSFER STUDENTS

When a student transfers into Charleston County School District, the guidance staff at the school analyzes the transcript. Most courses will be comparable to courses offered in Charleston County, thus district course numbers may be used when entering the data from the transcript. See Appendix A for transfer credit procedures.

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

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

CONVERTING GRADES ON TRANSCRIPTS

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If the transcript displays letter grades with no numerical averages, this conversion will apply:

A	=	90
B	=	80
C	=	70
D	=	60
F	=	50

If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 60, that average will be converted to a 63 numerical grade on the new scale. See State Board of Education Regulation 43-273 for complete information on transfers and withdrawals. The criterion for accepting transcripts from home schools is a local decision.

If the transcript shows that the student has earned a grade of P (passing), 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. If no numerical average can be obtained from the sending institution, the student's cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the P. (For example, if a student transfers with a cumulative GPA of 3.5 on the CP scale, the grade of P would be converted to an 85. A grade of P, in other words, will neither positively nor negatively impact the student's transfer GPA.)

NOTE: A student transferring in from a High School League member school without a bona fide change of address would have to sit out one full academic school year before being eligible to participate on an athletic team. For complete information on transfer rules and regulations, please visit the High School League web site at www.schsl.org.

INTERSCHOLASTIC ACTIVITY ELIGIBILITY

Eligibility for Activities

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

Interscholastic Athletic Activities

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

1. To be eligible in the first semester a student must pass a minimum of five Carnegie units applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or summer school.
2. To be eligible during the second semester the student must meet one of the following conditions:
 - a. If the student met first semester eligibility requirements then he or she must pass the equivalent of four, $\frac{1}{2}$ units during the first semester.
 - b. If the student did not meet first semester eligibility requirements then he or she must pass the equivalent of five $\frac{1}{2}$ units during the first semester.
3. Students must satisfy eligibility requirements in the semester preceding participation. Credits earned in summer school approved by the State Department of Education may apply for first semester eligibility. A maximum of two units per year may be used.

A maximum of two credit recovery units may be used toward eligibility, to include the two units presently allowed in summer school. The course would have to be accepted by the State Department of Education for graduation and accredited by a certified teacher in that field. To be eligible for recovery credits, the student must have received a minimum grade of 51.

The NCAA and NCAA Eligibility Center

The National Collegiate Athletic Association (NCAA) serves as the athletics governing body for more than 1200 colleges, universities, conferences, and organizations.

The NCAA Eligibility Center certifies the academic and amateur credentials for all college-bound student-athletes who wish to compete in NCAA Division I, II, or III athletics.

Questions regarding NCAA eligibility should be directed to a school counselor. Information pertaining to the NCAA, can be found at www.eligibilitycenter.org. 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 Athlete.

The NAIA and NAIA Eligibility Center

The NAIA is a community of nearly 300 member colleges and universities, 60,000 student-athletes and an environment that focuses on athletic participation as one part of the total education process. The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time student-athletes.

Questions regarding NAIA eligibility should be directed to the Athletic Director or a school counselor. Information pertaining to the NAIA, can be found at www.naia.org. 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.

COLLEGE CREDITS WHILE IN HIGH SCHOOL

Burke High School students may obtain both high school and college credits through the following programs:

Advanced Placement Courses (AP)

Advanced Placement courses are designed for students ready for college level academic work. This program is operated by a national organization, the College Board, which defines course curriculum, provides teacher training, and administers a national standardized examination for each course.

By South Carolina regulation, students enrolled in an Advanced Placement course funded by the State MUST take the Advanced Placement examination administered by the College Board. Most colleges award college credit to students who earn at least a rating of “3” out of a possible “5” on the examination while others require a score of “4”.

Some colleges require successful completion of Advanced Placement courses for admission to the college and do not award credits toward the college degree. Parents and students are advised to check with colleges for details. The student’s grade for a high school Carnegie unit will be based on the teacher’s course grades and the course grade will receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale.

Dual Enrollment Courses (DE)

Dual enrollment courses, whether they are taken at the high school where the student is enrolled or at a postsecondary institution, are those courses for which the student has been granted permission to earn both Carnegie units (high school) and college credit. Students must have prior permission from the guidance director to enroll for dual credit and meet the requirements specified by the college.

Students 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.

Dual credit courses for Burke students will be offered at Trident Technical College.

Only courses applicable to baccalaureate or associate degrees offered by accredited institutions in South Carolina may be accepted for dual credit. Tuition, books, and other college course fees shall be at the expense of the student or his/her parents or legal guardians. If students are eligible for free or reduced lunch, the school may pay their tuition, books and other college fees.

Lottery tuition scholarships may be available which could pay some portion of the tuition for students enrolled in six or more college hours at Trident Technical College.

A three-hour college course shall transfer as a 1.0 Carnegie unit at the high school. These courses receive an additional weight of 1.0 on the South Carolina Uniform Grading Scale.

More information will be available during registration. Forms for permission to enroll in college courses for dual credit are available in the Guidance Office.

- **The Teacher Cadet Program** is a college level dual credit course intended for students interested in pursuing a career in education. Students gain factual information about teaching as a profession, and observe and experience teaching activities in various school settings.

Students are responsible for verifying any college’s acceptance of credits earned for Teacher Cadet. Enrollment in the course does not guarantee college acceptance.

COMMENCEMENT EXERCISES

Only those students who meet all requirements for graduation may participate in the commencement exercises held at the end of the school year.

Failure to complete graduation requirements will prohibit participation in commencement exercises. The school is not responsible for announcements, caps and gowns or other graduation paraphernalia for those students who do not complete requirements.

AWARDS

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

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) meet the standard on all subtests of the Exit Examination; (3) receive a minimum grade of “B” for each semester course in grades 9-12 through the seventh semester; and (4) achieve either a score of 710 on the SAT verbal or a score of 690 on the SAT math, or 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).

Charleston County School District Board Scholar Certificate

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

Selection of Honor Graduates

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 years; and
- Have the highest GPA in the senior class after third quarter grades are posted and after dual credit courses taken in the spring semester of the senior year are posted to the transcript and calculated into the GPA.

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

State Scholarships

Information and initial eligibility for the Life, HOPE, and Palmetto Fellows Scholarships can be found in appendix C and at <http://www.che.sc.gov/Students/FamiliesMilitary/PayingForCollege/FinancialAssistanceAvailable/ScholarshipsGrantsforSCResidents.aspx>

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

EARLY COMPLETION

Early completion is highly discouraged and will be considered on an individual basis after the principal receives written request, from both a parent/guardian and student detailing reasons for the request. The request should be given to the student’s guidance counselor for processing. Early completers may not be included in a high school’s senior class rank but may qualify for state scholarships through alternative criteria.

**SOUTH CAROLINA UNIFORM GRADING POLICY WEIGHTS
FOR CLASS RANK, LIFE SCHOLARSHIP QUALIFICATION
AND ALL OTHER PURPOSES**

Honors credit may be earned only for courses that have published syllabi that establish higher standards. Honors credit may be awarded at all levels of English, science, mathematics, and social studies but only for the third and fourth levels in a course sequence in other content areas.

- Honors/pre-IB - add .5 quality points
- Dual Credit/Advanced Placement (AP)/International Baccalaureate (IB) - add 1.0 quality points
- GPA - calculated as an average of quality points

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

Grade Point Average will be calculated using following formula:

$$\text{GPA} = \frac{\text{Sum (quality points x units attempted)}}{\text{Sum of units attempted}}$$

EXAMPLE

Student A	Grade	Quality Points	Unit
English 1 CP	91	4.100	1.0
Algebra 1 CP	87	3.700	1.0
Physical Science CP	94	4.400	1.0
World Geography Honors	83	3.800	1.0
Health	92	4.200	0.5
French 1 CP	84	3.400	1.0
SUM			5.5

COMPUTATION (quality points x units) of GPA:

	Quality Points	Unit	Quality Points X Units
English 1 CP	4.100	1.0	4.100
Algebra 1 CP	3.700	1.0	3.700
Physical Science CP	4.400	1.0	4.400
World Geography Honors	3.800	1.0	3.800
Health	4.200	.5	2.100
French 1 CP	3.400	1.0	3.400
Sum of Units Attempted		5.5	21.5

$$\text{GPA} = 21.5/5.5 = 3.909$$

Computations will not be rounded to a higher number.

LEVEL CHANGES

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

If a student transfers from one section to another of the same course where different weights are assigned (e.g., from Honors Algebra 2 to CP Algebra 2), the weight assigned to the grade shall be the weight for which course is completed; partial weights cannot be assigned. Level changes upward must be completed by the end of the first grading period of a course. See Appendix B for the 2017-2018 Grade Point Conversion Chart.

**GRADING POLICY,
GRADE RATIO AND CLASS RANK**

Grade Changes

Grades can only be changed on a grade card, transcript or permanent record if the Post-Marking Period Grade Change Form is completed, the form contains all required signatures, and the form is filed in the student's permanent record.

South Carolina Uniform Grading Scale

As required by State law, the South Carolina Uniform Grading Scale is in effect for all students.

Letter Grade	S. C. Uniform Grading Scale
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 or below

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

Course Audits

A grade of "audit" (AU) may be given if a student attends a class with no expectation of receiving credit. A student who transfers to a high school late in the semester or who wishes to review content of a course may choose to audit. The student and parent must sign a statement at the time of registration indicating that they understand that no credit will be awarded for the course. This option will be provided on a space available basis only.

Withdrawing from a Course

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

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course shall be assigned a WF, and the WF (as a 51) will be calculated in the student's overall grade point average.

The three-, five-, and ten-day limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration.

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

- The student will receive a WP if he or she was passing the course. The grade of WP will carry no Carnegie units and no quality points will be factored into the student's GPA.
- The student will receive a WF if he or she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as 51.

Retaking a Course

A student may retake a course in which a D or F has been earned within the same academic year or no later than the next academic year. All grades and unit attempts for the course will be included in the student's GPA with one exception: students may retake a middle school Carnegie unit in ninth grade and, no matter what grade was earned in middle school, the ninth grade, and only the ninth grade attempt, will appear on the transcript whether it is higher or lower.

A student who has taken a course for a Carnegie unit prior to his or her ninth grade year may retake that course regardless of the grade he or she earned. In such a case, only the retake grade will be used in figuring the student's GPA and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade the student previously earned.

INCOMPLETES

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

The teacher, student, and parent will develop and sign a contract for completion of the course, which will not extend beyond the end of the next semester or conclusion of the school year. The principal must approve any extension of the contract. The student’s incomplete grade will be reported as an “I”. Once the work has been completed, the teacher will authorize the appropriate change in grade by completing the Charleston County School District Post Marking Period Grade Change Form. If the work is not completed within the agreed upon time, the incomplete grade will be valued as a 51 or the student’s average without the completed work, whichever is lower, and this numerical grade will be included in the student’s grade point ratio. All final grades are numerical; an incomplete cannot be a final grade.

FOREIGN EXCHANGE PROGRAM

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

- 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. Mathematics, science, some history, foreign languages, and computer courses should be closely associated with our own offerings. A student may be required to earn his/her English credit on his/her return to Charleston County School District or to turn in work from a preapproved independent study program equivalent to one unit of credit. United States History, American Government, and Economics 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 students who visit this country and attend our schools will be given an opportunity to learn about our country and its people. However, Charleston County School District is under no obligation to award a South Carolina High School Diploma to foreign exchange students. Burke High School reserves the right to limit the enrollment of foreign exchange students because of overcrowding or lack of availability of certain courses.

PREPARING FOR THE PSAT/SAT/ACT /WIN

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

The redesigned SAT (Scholastic Aptitude Test) was released for administration in March, 2016. The sections of the new test include: Reading, Writing and Language, and Math. There is also an optional essay. Some of the changes that students taking the test should be aware of include content that is better aligned to what is being learned in class; a focus on the areas of math that are most important for college success; a focus on vocabulary that students are likely to use in college and career; and, no penalty for guessing.

The ACT (American College Test) consists of four sections composed of English, Mathematics, Reading, and Science. The ACT also includes an essay section. Students should check with their prospective colleges to see if they need to complete the essay. Rather than a total score, the ACT gives a composite or average score for the test. While the SAT is a test designed to measure a student’s aptitude for college work, the ACT is an achievement test that measures what has been learned in high school. Both the SAT and ACT scores are accepted by all state-supported colleges and universities for admission, as well as for LIFE scholarship qualification.

ACCUPLACER

Developed by College Board, ACCUPLACER tests your knowledge in math, reading, and writing to identify your strengths and needs in each subject area. ACCUPLACER test results are used to identify courses that match your skill level and give you the best opportunities for success.

WIN is a job skills assessment system that helps employers select, hire, train, develop, and retain a high performance workforce. This series of tests measures foundational and soft skills, and offers specialized assessment to meet institutional needs. WIN has helped millions of people in high schools, colleges, professional associations, businesses, and governmental agencies build their skills to increase global competitiveness and develop successful career pathways.

BEYOND HIGH SCHOOL COLLEGE BOUND

College Admission Factors

Students planning to attend a four-year college should begin considering these factors as early as eighth grade and plan their high school program accordingly.

- Select coursework that meets college entrance requirements.
- Realize that your courses should be at the instructional level that helps you reach your potential and prepare for college and career goals.
- Determine the required courses for your intended college major.
- Remember that grade point average, class rank, and SAT or ACT scores may be used to determine college acceptance. Entrance requirements vary among colleges. Therefore, you should read college catalogs and talk with college admission counselors concerning specific requirements for the college(s) in which you are interested.
- Be aware that extracurricular and leadership activities and/or work experience may also influence your admission.
- In developing their Individual Graduation Plans, seniors may elect to take courses at institutions of higher learning. These courses may compliment your future plans; however, they may involve costs to you.

Choosing the Right College

- Evaluate your strengths and abilities. Examine your choice of lifestyle. Utilize information about colleges/careers in the Guidance Office and Media Center.
- Take the PSAT your sophomore year and take the PSAT again in your junior year. The test will place you on a mailing list for college information. The PSAT in the junior year also serves as the National Merit Scholarship qualifying test.
- Draw up a list of schools to investigate, based on your personal goals. Naviance (Naviance.com) is one resource for exploration of careers; resume writing information, college, and scholarship information. Students may obtain the needed user name and password from their guidance counselor.
- Determine requirements for admission and costs for each school on your list. Arrange college visits. When visiting, talk with admissions counselors and financial aid officers.
- Fine-tune your list.
- Ask for teacher and counselor recommendations.
- Submit applications through the Guidance Office.
- Apply for financial aid or scholarships. Do not rule out smaller, private colleges due to costs.

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

The Commission on Higher Education (CHE) established the minimum course requirements for students who plan to attend a public college in South Carolina. CHE recommends students include these courses as a part of their high school course selection along with other elective classes. Some colleges require courses in addition to those listed below (see college catalogs for admission requirements). The South Carolina Commission on Higher Education (CHE) web site is located at www.che.sc.gov and contains valuable information for students and parents.

ENGLISH

Four units: All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components, may include AP and dual enrollment.

MATHEMATICS

Four units: These units must include Algebra 1 or the sequence Foundations in Algebra and Intermediate, Algebra 2, and Geometry. An additional higher-level mathematics course should be taken after completion of the courses listed above.

LABORATORY SCIENCE

Three units: Students are required to take one unit of Biology. In addition two units must be taken in two of the following fields - physical, earth, or life science. The third unit may be any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students plan to pursue careers in science, mathematics, engineering or technology take one course in biology, chemistry, physics, and earth science.

SOCIAL SCIENCE

Three units: One unit of U.S. History and Constitution, a half unit of Economics, and a half unit of U.S. Government are required. A third unit of social science is required. Geography is strongly recommended.

MODERN AND CLASSICAL LANGUAGES

Two units: Two units of the same language with a heavy emphasis on language acquisition (some colleges require three units).

FINE ARTS

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

PHYSICAL EDUCATION/JROTC

One unit: One unit of physical education to include personal and lifetime fitness or one unit of Junior ROTC is required. Exemptions apply in cases of physical disability or for religious reasons.

ELECTIVES

Two units must be taken as electives.

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, mathematics, physical education, and science.

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

Although guidance counselors are available for academic advising, students and their parents are responsible for

making certain that the student's Individual Graduation Plan (IGP) meets the requirements of both the intended diploma and college of choice.

CURRICULUM FRAMEWORK

OVERVIEW

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

A framework for curriculum planning aids students and their parents in this process. An effective curriculum framework must have high standards and expectations for all students, a rigorous curriculum that prepares them for post-secondary education and engaging instructional strategies designed to help students learn important concepts and ideas in depth. The curriculum framework used by Burke High School includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan. Students, parents, counselors and teachers work together to develop plans designed to prepare students for transition to postsecondary education and the workplace.

Burke High School's framework allows for an individualized, integrated, multi-dimensional approach to planning that helps students become successful learners in high school and beyond.

FRAMEWORK DESIGN

A comprehensive curriculum framework includes the following elements:

- Schools of study
- Clusters of study
- Majors within each cluster of study
- Individual Graduation Plan (IGP)
- Recommended curriculum for an IGP
- Standardized IGP form

A **school of study** organizes the curriculum into broad program areas that are interrelated in nature and that relate to various professions and academic areas of study. There are four schools of study in our framework:

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

A **cluster of study** is a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry level through professional levels. Clusters of study provide a way to organize and tailor coursework and learning experiences around areas of interests. Clusters of study are designed to provide a seamless transition from high school study to postsecondary study and/or the workforce. On the state and national level the following 16 clusters of study organize curriculum.

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

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

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

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

Graduation Recognition for Completed Majors

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

COURSE DESCRIPTIONS

ENGLISH/LANGUAGE ARTS ELECTIVE CREDIT

Ready for High School Literacy **305700CW**
Grade: 9 **1 unit elective credit**

Prerequisite: Placement will be determined by grades, test scores, and teacher recommendation.

Essentials of Reading is designed to strengthen literacy skills and strategies required by all content areas. A variety of print and multimedia materials are used to enhance comprehension. Through reading and writing workshop and direct instruction, students build strategies for creating an assortment of visual, oral, and written responses in order to comprehend and analyze texts. Students are expected to provide evidence of their learning through formative and summative assessments.

Essentials of Reading should be taken by grade 9 students who need to strengthen their literacy skills to be successful in English 1. This course will meet yearlong as a skinny or on an A/B schedule with English 1, OR will meet for 90 minutes in Semester 1 and be followed by enrollment in English 2 in Semester 2.

ENGLISH/LANGUAGE ARTS CREDIT

The SC College and Career Ready Standards for English Language Arts are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standard.

In order to receive a South Carolina high school diploma, students are required to earn at least four core units in English (English 1- 4; AP Language or AP Literature). All other offerings in the English department are electives. The district endorses the practice of taking an English course each year of high school.

English 1 **302400CW**
Grade: 9 **1 unit**

Prerequisite: Placement will be determined by grades, test scores, and teacher recommendation.

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 through the use of authentic, real-world, increasingly complex text. Opportunities for rich discussion and analytical conversation are provided regularly to support students' correct use of Standard English grammar when communicating. Students will also write arguments to support claims, informative/explanatory texts to examine and convey complex ideas, and narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling.

English 1 Honors **302400HW**
Grade: 9 **1 unit**

Prerequisite: Placement will be determined by grades, test scores, and teacher recommendation.

In this course, students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

single sitting or a day or two) for a range of tasks, purposes, and audiences. Students initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively. Students are expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. In addition, students acquire and use accurately general academic and domain -specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Students engage in instructional strategies such as Socratic Seminars where they seek deeper understanding of complex ideas in text through rigorously thoughtful dialogue. Honors students are expected to read and comprehend complex literary and informational texts independently and proficiently.

English 2 **302500CW**
Grade: 10 **1 unit**

Prerequisite: English 1 or English 1 Honors

Requirement: The S.C. End- of-Course Examination Program requires students in this course to take the English 2 End- of-Course Test, which will count as 20% of their final grade.

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 are provided regularly to support students' correct use of Standard English grammar when communicating. Students will also write arguments to support claims, informative/explanatory texts to examine and convey complex ideas, and narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling.

English 2 **302500HW**
Grade: 10 **1 unit**

Prerequisite: English 1 or English 1 Honors

Recommended: Grade of 80 or better in English 1 Honors OR grade of 90 or better in English 1; or, Grade of 90 or better on the English I EOC

In this course, students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students

must initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Students are expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully

when reading or listening. In addition, students acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Students engage in instructional strategies Socratic Seminars where they seek deeper understanding of complex ideas in text through rigorously thoughtful dialogue. Honors students are expected to read and comprehend complex literary and informational texts independently and proficiently.

English 3 **302600CW**
Grade: 11 **1 unit**
Prerequisite: English 2 or English 2 Honors

English 3 **introduces** global perspectives focusing on literary and informational texts from diverse cultures through the use of authentic, real-world, increasingly complex text. Opportunities for rich discussion and analytical conversation are provided regularly to support students' correct use of Standard English grammar when communicating. Students will also write arguments to support claims, informative/explanatory texts to examine and convey complex ideas, and narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling.

English 3 Honors **302600HW**
Grade: 11 **1 unit**
Prerequisite: English 3 or English 3 Honors

Recommended: Grade of 80 or better in English 2 Honors OR grade of 90 or better in English 2; or, 90th percentile or higher on a nationally normed assessment

In this course, students gather relevant information from multiple print and multimedia sources. Students effectively assess the strengths and limitations of each source in terms of the task, purpose, and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and follow a standard format for citation.

Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students must initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Students present information, findings, and supporting evidence to convey a

clear and distinct perspective, such that listeners can follow the line of

reasoning. Students ensure the organization, development, substance, and

style of their presentation (written or oral) are appropriate to purpose and

audience in a range of formal and informal tasks.

Students engage in Socratic Seminars where they seek deeper understanding of complex ideas in text through rigorously thoughtful dialogue. Students acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. By the end of the course, students should be able to read and comprehend a variety of literary and informational texts independently and proficiently.

Advanced Placement English **307100AW**
Language and Composition
Grade: 11 **1 unit**

Prerequisite: Grade of 90 or better in English 2 Honors; or 90th percentile or higher on nationally normed English assessment.

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Each student must take the Advanced Placement Examination.

English 4 **302700CW**
Grade: 12 **1 unit**
Prerequisite: English 3 or English 3 Honors

English 4 **completes** the global perspective initiated in English 3 by focusing on British and world literature, and authentic, real-world, increasingly complex text. Opportunities for rich discussion and analytical conversation are provided regularly to support students' correct use of Standard English grammar when communicating. Students will also write arguments to support claims, informative/explanatory texts to examine and convey complex ideas, and narratives to develop real or imagined experiences or events while demonstrating their command of the conventions of Standard English capitalization, punctuation, and spelling.

English 4 Honors**302700HW****Grade: 12****1 unit****Prerequisite:** English 3 or English 3 Honors

Recommended: Grade of 80 or better in English 2 Honors OR grade of 90 or better in English 2; or, 90th percentile or higher on a nationally normed assessment

In this course, students gather relevant information from multiple print and multimedia sources. Students effectively assess the strengths and limitations of each source in terms of the task, purpose, and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students must initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Students present information, findings, and supporting evidence to convey a clear and distinct perspective, such that listeners can follow the line of reasoning. Students ensure the organization, development, substance, and style of their presentation (written or oral) are appropriate to purpose and audience in a range of formal and informal tasks. Students acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

By the end of the course, students should be able to read and comprehend a variety of literary and informational texts proficiently.

Advanced Placement English**307000AW****Literature and Composition****Grade: 12****1 unit**

Prerequisite: Grade of 90 or better in English 3 Honors; or 90th percentile or higher on nationally normed English assessment.

This course is designed for highly motivated college-bound students who have demonstrated academic achievement, higher order thinking skills, and the ability to work independently. An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Each student must take the Advanced Placement examination for possible college credit.

DE Topics in American Literature (ENGL 285)

Poetry in America: 1850-1945 offered by Arizona State University

[Course Flyer](#) | [Syllabus](#): This historical sequence enables students to study American history and culture through the lens of American poetry, spanning a critical era in American

literature beginning with antebellum and Civil War poetry, entering the twentieth century, and traversing the transformative modernist era.

MATHEMATICS ELECTIVE CREDIT

Ready for High School Math

314500CW

**Grade: 9
credit**

1 unit elective

Prerequisites: Placement will be determined by grades, test scores, and teacher recommendation.

This course provides support in the development of foundational numeracy skills. Based on the concepts of arithmetic, pre-algebra and algebra, this course emphasizes the ability to understand and apply mathematics to solve problems. Classroom instruction and applications are used to emphasize real-world problems, problem-solving techniques, estimation skills, measurement skills, geometry, data analysis, simple statistics and the use of algebraic formulas. Graphing calculators and/or computer software are utilized to solve problems and graphically display data. This course emphasizes the content students need in preparation for standardized tests and classroom assessments.

MATHEMATICS CREDIT

The SC College and Career Ready Standards for Mathematics are the culmination of an extended, broad-based effort to

fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready.

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

In order to receive a South Carolina High School Diploma, students are required to earn at least four units in mathematics. Additionally, the Commission on Higher Education (CHE) requires a minimum of three units in mathematics (including Algebra 1 or the two course series Foundations in Algebra/Intermediate Algebra, Algebra 2, and Geometry) for applicants to four-year programs in South Carolina public colleges and universities. CHE also highly recommends

students complete two math courses above Algebra 2 in high school.

Algebra 1 411400CW
Grade: 9 1 unit
Prerequisite: Placement will be determined by grades, test scores, and teacher recommendation.

Requirement: The S.C. End- of-Course Examination Program requires students in this course to take the Algebra 1 End- of-Course Test, which will count as 20% of their final grade.

This course is a study of the concepts and problem-solving processes contained in the basic structure of algebra. Topics studied include the real number system, equations and inequalities, operations with polynomials, radicals, quadratics, exponentials and graphing. In addition to traditional computational methods, students use graphing calculators and/ or computer software as tools for problem solving.

Algebra 2 411500CW
Grade: 9, 10 or 11 1 unit
Prerequisite: Algebra 1

This course continues the development of algebraic concepts and skills. Students use equations, inequalities, real numbers and polynomials to solve problems. Additional topics include conic sections, quadratic functions, exponential functions, logarithmic functions, and rational functions and sequences. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Algebra 2 Honors 411500HW
Grade: 9 or 10 1 unit
Prerequisite: Algebra 1 and Grade of 90 or better in in previous college prep math course; grade of 80 or better in in previous honors level math course; or, 90th percentile or higher on a nationally normed assessment.

This course is designed for students who have demonstrated exceptional mathematical capabilities during the study of Algebra 1. It facilitates the development of proficiency in solving equations and inequalities, using radicals and manipulating polynomials. Additional topics include conic sections, quadratic functions exponential functions, logarithmic functions, and rational functions and sequences. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Geometry 412200CW
Grade: 9, 10, or 11 1 unit
Prerequisite: Algebra 1

This course focuses on the study of characteristics and properties of plane and solid geometric figures. Students apply their knowledge of geometric concepts and principles to solve problems with an emphasis on theoretical characteristics and principles. Students solve problems involving numerical applications of geometric concepts and principles, and develop logical reasoning through writing geometric proofs. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Geometry Honors 412200HW
Grade: 9 or 10 1 unit
Prerequisite: Algebra 1 and a g Grade of 90 or better in in previous college prep math course; grade of 80 or better in in previous honors level math course; or, 90th percentile or higher on a nationally normed assessment.

This course provides a comprehensive study of geometric concepts and principles. Students are required to apply geometric theorems to problem-solving situations that require abstract reasoning abilities. Logical reasoning is developed through various kinds of proofs. In addition to traditional computational methods, students use graphing calculators and/ or computer software as tools for problem solving.

Algebra 3 411300CW
Grade: 10, 11, and 12 1 unit
Prerequisite: Geometry and Algebra 2

This course focuses on the development of an understanding of functions and the application of functions and advanced mathematics concepts to solve problems. The course includes a study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Emphasis is on active participation through modeling, technology lab activities, group activities and communication in mathematics. Students are expected to use technology, including graphing calculators, computers and data-gathering equipment. This course is intended as a bridge between Algebra 2 and Pre-Calculus.

Pre-Calculus 413100CW
Grade: 11 and 12 1 unit
Prerequisite: Geometry and Algebra 2

This course is designed to provide students with enhanced mathematical concepts and topics in the area of functions, sequences and series, conic sections, parametric representations, polar representations, trigonometry and vectors. Students are expected to use technology, including graphing calculators, computers and data-gathering equipment.

Pre-Calculus Honors 413100HW
Grade: 10, 11, and 12 1 unit
Prerequisite: Grade of 80 or better in Geometry Honors and Algebra 2 Honors OR grade of 90 or better in Geometry and Algebra 2; OR, 90th percentile or higher on a nationally normed assessment.

This course prepares for students to study calculus and other advanced mathematics courses. It is intended for those students who have demonstrated exceptional mathematics abilities and desire a rigorous comprehensive course of study. This course includes the study of polynomial functions, trigonometric functions, exponential functions, logarithmic functions, parametric equations and polar coordinates.

Students are expected to use technology, including graphing calculators, computers and data-gathering equipment.

Probability and Statistics 414100CW
Grade: 11 or 12 1 unit
Prerequisite: Algebra 1 or

This course includes the study of probability, statistics and discrete mathematics topics. Students collect, organize, display, analyze and interpret data to solve mathematical and contextual problems. They use probability to model and solve real-world problems. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

Calculus Honors 413500HW
Grade 12 1 unit
Prerequisite: Grade of 80 or better in Pre-Calculus Honors OR grade of 90 or better in Pre-Calculus; or, 90th percentile or higher on a nationally normed assessment.

This course continues the development of pre-calculus and calculus topics and applications. Topics include limits, derivatives and simple integration techniques with their applications for problem solving. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving.

NATURAL SCIENCE

High school science, through a number of separate courses, includes instruction in the content areas of the South Carolina Science Curriculum Standards: life science, earth science, and physical science. To promote scientific thinking, the inquiry strands are integrated into the standards for all science content areas. All science courses in Charleston County School District are laboratory-based courses with at least 40 percent of the instructional time devoted to student-centered laboratory experiences. A sound grounding in science strengthens skills (creative problem solving, critical thinking, working cooperatively, and using technology effectively lifelong learning) needed to become life long learners.

In order to receive a South Carolina High School Diploma, students are required to earn at least three units in science. Additionally the Commission on Higher Education (CHE) requires three units of laboratory science for admission to SC state-supported four-year colleges. Two units must be in two different fields and selected from among biology, chemistry and physics. The third unit may come from the same field as one of the first two units. Courses taken that have a prerequisite of Biology 1 and/or Chemistry 1 also count as laboratory sciences for CHE credit.

All students are required to take Biology 1 and the South Carolina End-of-Course Examination Program in Biology 1 at the end of the course.

Earth Science 326500CW
Grade: 9, 11, or 12 1 unit CHE lab credit
Prerequisite: None

This course is designed to meet the SC Earth Science Academic Standards related to geology, paleontology, biogeochemical cycles, weather and climate, and astronomy. The overall approach shows how these systems function and interrelate with each other. Students examine the nature of Earth's composition, processes and place in the universe in order to tie in their relevance to local and global issues. Scientific method and inquiry are used as the student studies issues related to Earth as home.

Earth Science Honors 326500HW
Grade: 9 1 unit CHE lab credit
Prerequisite: Placement will be determined by grades, test scores, and teacher recommendation.

This course is designed to meet the SC Earth Science Academic Standards related to geology, paleontology, biogeochemical cycles, weather and climate, and astronomy. The overall approach shows how these systems function and interrelate with each other. Students examine the nature of Earth's composition, processes and place in the universe in order to tie in their relevance to local and global issues. Scientific method and inquiry are used as the student studies issues related to Earth as home.

Biology 1 322100CW
Grade: 10 1 unit CHE lab credit
Prerequisite: None

Requirement: The S.C. End-of-Course Examination Program requires students in this course to take the Biology 1 End-of-Course Test, which will count as 20% of their final grade.

This course covers the major concept areas of biological science including: the cell; molecular basis of heredity; biological change; diversity in living systems; and environmental relationships. The student develops an understanding and appreciation of all living things and their critical relationship with one another. Laboratory investigations that address the biology inquiry standard are an essential aspect of this course.

Biology 1 Honors 322100HW
Grade: 10 1 unit CHE lab credit
Prerequisite: Placement will be determined by grades, test scores, and teacher recommendation.

Requirement: The S.C. End-of-Course Examination Program requires students in this course to take the Biology 1 End-of-Course Test, which will count as 20% of their final grade.

Within the framework of development from simplest to the most complex, the unique structures, processes, and organization of life forms are treated in-depth through the study of cells; genetics; biological change and diversity of life; matter, energy, and organization in living systems; and the interrelationship between organisms and the environment. Extensive laboratory investigations are an integral part of this course. Independent and group investigations and research are conducted throughout the course.

Chemistry 1 323100CW
Grade: 11 or 12 1 unit CHE lab credit
Prerequisite: Biology and Algebra 1 or Foundations in Algebra and Intermediate Algebra

This course deals with the nature and structure of matter, the periodic system, chemical reactions, balancing equations, mathematics of chemistry, gases, solutions and solubility, calorimetry and acid-base relationships. Through well-designed laboratory experiences students will master concepts, use problem-solving skills, and apply them to real world situations. Investigative, hands-on lab activities that address the South Carolina Inquiry Standards are an integral part of this course.

Chemistry 1 Honors **323100HW**
Grade: 11 or 12 **1 unit CHE lab**
credit

Prerequisite: Biology or Honors Biology and Algebra 2 and a grade of 80 or above in science and math honors level courses OR a grade of 90 or above in science and math college prep level courses; or, 90th percentile or higher on a nationally normed assessment

This course is an in-depth study of the nature and structure of matter, the periodic system, chemical reactions, balancing equations, mathematics of chemistry, gases, solutions and solubility, calorimetry and acid-base relationships with emphasis placed on chemical calculations. This is a mathematics-based course in which a working knowledge of algebra is critical for success. Through well-designed laboratory experiences students will master concepts, use problem-solving skills, and apply them to real world situations. Topics included in the course are: chemical safety, atomic theory, the periodic system, chemical reactions and stoichiometry, gas laws, solutions and solubility, and acid base chemistry. Investigative, hands-on lab activities that address the South Carolina Inquiry Standards are an integral part of this course.

Marine Science **322500CW**
Grade: 11 and 12 **1 unit**

Prerequisite: Biology 1

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

Physics **324100CW**
Grade: 11 or 12 **1 unit**

Prerequisite: Chemistry and 80 or higher in Algebra 2

This course presents a conceptual approach to physics and stresses understanding the application of physical phenomena such as mechanics, momentum, energy, heat, motion, optics, electricity, magnetism, waves, sound, and light. Appropriate laboratory activities that address the course inquiry standards are coordinated with the course content so that students grasp the experimental nature of science.

Physics Honors
324100HW
Grade: 11 or 12 **1 unit**

Prerequisite: Chemistry 1 Honors and 80 or higher in Honors Algebra 2

This course offers an in-depth study of the physics principles with emphasis placed on mathematical computation. Topics include measurement, mechanics, torque, rotary motion, wave motion, sound, light, optics, electricity and electromagnetism, and relativity. This honors level course emphasizes a mathematical approach with extensive laboratory experiences, research and projects.

SOCIAL STUDIES

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

Human Geography **331000CW**
Grade: 9, 10, 11 or 12 **1 unit**

Prerequisite: None

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

Human Geography Honors **331000HW**
Grade: 9 **1 unit elective SS**
credit

Requirement: Placement will be determined by grades, test scores, and teacher recommendation.

This course is designed to give students a basic understanding of world geography and world history from the earliest civilization through present day. This course includes a regional focus with emphasis on physical geography, historical events, human geography, and human environment interaction. Each unit will involve exploring the political, cultural, and physical make-up of each of the world's major regions including North American, Latin America, South Asia, East Asia, Europe, the Middle East, North Africa, Sub-Saharan African, and Australia. Students will study the political, economic cultural and social events that shaped the world in their geographic context. Students will create individual and group projects throughout the course and develop their writing skills.

Modern World History **336000CW**
Grade: 9, 10, 11, or 12 **1 unit**

Prerequisite: None

This course is the study of the major historical developments in the world from prehistoric times to the present. It is designed to help students examine different world cultures, evaluating their contributions to civilization and their impact on the world today. Emphasis is placed on the use of analytical and interpretive skills as students examine historical data and cause-effect relationships. This course is designated as a social studies elective credit.

Modern World History Honors **336000HW**
Grade: 9, 10 or 12 **1 unit**

Requirement: Grade of 80 or better in Honors World Geography OR grade of 90 or better in World Geography; or, 90th percentile or higher on a nationally normed assessment.

This course is designed to give students a basic understanding of world geography and world history and covers the time

period from the Renaissance to the present. The students will study the political, economic, cultural, and social events that shaped the world in their geographic context. Students will create individual and group projects throughout the course and develop their writing skills.

U. S. History and Constitution 332000CW
Grade: 11 1 unit
Prerequisite: None

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

U. S. History and Constitution Honors 332000HW
Grade: 11 1 unit
Prerequisite: 80% average in Honors World History and/or Honors Human Geography or 93% average in World History and/or Human Geography *Students must enroll in Honors English 3

This course is designed to teach students the basic historical facts, concepts, and essential understandings needed to comprehend the history of our country. This course covers events and topics on political, economic, social, and cultural history from the start of the Twentieth Century to contemporary times. Particular emphasis is given to the interrelationship of history, geography, government, and economics. Students will develop their analytical and writing skills through work with primary source documents. 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.

AP U. S. History 337200AW
Grade 11 1 unit
Recommended: Completion of a previous Honors Social Studies course with a minimum grade of 85 *Must enroll in AP Language

This college level course is a survey of the history of the United States from the Pre-Columbian period to the present. Students enrolled must be able to analyze primary sources including documentary materials, maps, statistical tables, graphs, and photographs, take notes from both printed materials and class discussions, write clearly, and express themselves precisely. Independent research and outside reading are course requirements. Each student must take the Advanced Placement examination for possible college credit.

United States Government
333000CH
Grade: 9, 10, 11, or 12 ½ unit
Prerequisite: None

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

United States Government Honors
333000CH
Grade: 12 ½ unit
Prerequisite: None

This course covers institutions, people, processes, policies and powers at the national, state and local levels of government. It provides a framework for understanding the origins and functions of government, the foundations of American democracy, and the basic principles of the American political system. This course is designed to encourage responsible and effective civic participation. It emphasizes the use of analytical and interpretive skills so that students are able to evaluate and defend political positions with sound reasoning and evidence.

Economics
335000CH
Grade: 12 ½ unit
Prerequisite: None

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

Economics Honors
335000HH
Grade: 12 ½ unit
Prerequisite: None

This course is a study of the American free enterprise economic system. It covers microeconomic and macroeconomic theory. This course helps students effectively use economic reasoning as workers, consumers and citizens. Emphasis is placed on the use of analytical and interpretive skills to make informed decisions based on evaluation of economic data, understanding of economic issues and knowledge concerning public policy.

Psychology **334000CW**
Grade: 10, 11 or 12 **1 unit**
Prerequisite: None

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

Civics **333500CW**
Grade: 9, 10, 11 or 12 **1 unit**
Prerequisite: None

This course is an introductory course in the fundamental nature, structure, and role of government at the local, state, and national levels. Emphasis is placed upon the foundations of American citizenship, the U.S. Constitution, the rights and responsibilities of citizenship, legal rights and responsibilities, the free enterprise system, the relationship of the United States and the world, and service to school and community. Students will explore a variety of contemporary issues.

Sociology **334500CW**
Grade: 11 or 12. **1 unit**
Prerequisite: None

This course is designed to introduce students to the major concepts and principles of sociology with an emphasis on sociological inquiry, socialization, social organization, deviance and social control, collective behavior, social stratification, the family, education, and social change. Students will study gender roles, adolescence, personal relationships, social movements, and culture. Students will also analyze sociological data, study trends, test hypotheses, develop research projects, and apply sociological concepts to their own lives.

DE Introduction to Sociology

Introduction to Leadership Studies offered by Howard University
[Course Flyer](#) | [Syllabus](#) Students will learn how individuals both shape and are shaped by their communities by exploring the formation and persistence of societies that consist of diverse groups of people. Students will also gain valuable insight into the dynamics of group relationships, including how to effectively interact with others within a group.

DE Introduction to Psychology
Introduction to Psychology offered by Howard University
[Course Flyer](#) | [Syllabus](#) Welcome! This course examines the basic topics in psychology. It is designed to introduce, and overview of the general concepts and theoretical perspectives associated with some of the major areas in the field of psychology

DE Foundations of Leadership - **875100EW**
1 unit

Introduction to Leadership Studies offered by Howard University
[Course Flyer](#) | [Syllabus](#) This course provides students a broad and yet properly contextualized overview of leadership as an inherent human and societal phenomenon, a vital human practice toward a harmonious functioning of any organized collectivity, and a set of values. It also introduces students to the academic field of leadership studies through an engaging and interactive exploration of leading theories of leadership with a focus on their pertinence in the Humanities and the Social Sciences. Furthermore, the course familiarizes students with key concepts in leadership studies and models of leadership widely practiced in government, business, civil society, community organization and public service, and related professions.

HEALTH EDUCATION

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

Personal Health and Wellness
340200CH/340200CW
Grade 9 **½ unit /1 unit**
Requirement: For ½ unit credit students enrolled in this course must be concurrently enrolled in Freshman Focus for a ½ unit.

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

PHYSICAL EDUCATION AND HEALTH EDUCATION

One unit of credit in physical education is required in order to receive a South Carolina High School Diploma. Physical Education 1, which includes a personal fitness and wellness component and a lifetime fitness component, meets this requirement.

The only exceptions to this unit requirement in physical education are for students substituting JROTC and students having a physical disability certified by a doctor. Certification of disabilities must be on file with the principal.

Physical Education 1 344100CW

Grade: 9, 10, 11 or 12

1 unit

Prerequisite: None

This Physical Education course is a performance-based class that is mandatory for graduation in the State of South Carolina. This coeducational course is designed with a variety of activities to provide students with choice curriculum along with the skills to live a healthy lifestyle. This course is designed to focus on and help the student achieve and maintain a health enhancing lifestyle. Students will participate in three basic fitness categories: cardio respiratory fitness, muscular strength and endurance and flexibility on a daily basis. This course requires students to be proficient (mastery) in two movement forms of their choice. Students will be evaluated daily on dress and participation for this performance-based class.

Physical Education 2 344200CW

Grades 10, 11 or 12

1 unit

Prerequisite: Physical Education 1 with a 77 average or higher

Personal Fitness is an alternative to the traditional weight class. It not only focuses on strength training but will also incorporate cardio fitness. Utilizing wellness, students will be taught different tools and techniques using their own body weight in order to build on their fitness foundation. This will also include cardio fitness, balance, coordination, speed, agility, and flexibility as well as muscular strength and endurance. Designed like current "boot camps", Physical Conditioning will teach students how to take their work-outs outside of a gym/weight room and use their own body weight to perform exercises for an overall workout.

ARMY JUNIOR ROTC LEADERSHIP EDUCATION TRAINING

Army JROTC 1 375102CW

Grade: 9, 10, 11 or 12

1 unit

Prerequisite: None

This first year course is designed to familiarize the student with the rights; responsibilities, privilege, and freedoms that underlie good citizenship. The student will study leadership and the ability to live and work cooperatively with others. Emphasis is placed on the ability to think logically and to communicate effectively. Students will also be taught the history, purpose, and structure of army JROTC. They will learn to demonstrate proficiency in basic military skills that are necessary for working effectively as a member of a team. Students will be expected to demonstrate the importance of physical fitness, good health, and appearance.

Army JROTC 2
375202CW

Grade: 10, 11 or 12

1 unit

Prerequisite: JROTC 1

This second year course is designed as a continuation of AJROTC and will provide the student with knowledge of the ethical values and principles that underlie good citizenship. The student display leadership potential, work cooperatively, think logically and communicate effectively in writing. Emphasis is placed on the importance of physical fitness, good health, and appearance. Students will study the history, purposes, and structure of the total Army as well as basic military skills in drill and ceremonies. Students will be expected to demonstrate the importance of physical fitness, good health and appearance.

Army JROTC 3
375302CW

Grade: 11 or 12

1 unit

Prerequisite: JROTC 2

This third year course is designed to familiarize students with knowledge of the federal and military systems of justice. They will apply leadership assessment principles and display leadership potential by effectively solving problems and supervise subordinates. Students will be taught the history, missions and organization of the Department of Defense and of the military services of the U. S. Armed Forces. They will study basic military skills such as drill and ceremonies, first aid, and map reading. Students will reach the educational and social importance of technological advancements, as well as ethical problems associated with these advancements in such areas as energy, the environment, medicine and communication. Students will be expected to demonstrate the importance of physical fitness, good health, and appearance.

Army JROTC 4
CW

375402

Grade: 11 or 12

1 unit

Prerequisite: JROTC 3

This fourth year course is designed to enable students to display knowledge of ethical reasoning and decision-making and to demonstrate the ability to effectively apply leadership and communication skills. Students will demonstrate leadership potential as a teacher, role model, coach, counselor, and assistant instructor. The importance of American military history from the Revolutionary War period to the Civil War as it relates to the development of the United States is part of this course. Students will learn to demonstrate the ability to market themselves for a job and the importance of physical fitness, good health, and appearance.

VISUAL AND PERFORMING ARTS

The arts are a dynamic presence in our daily lives, enabling us to express our creativity while challenging our intellect. Through the arts, students have a unique means of expression that captures their passions and emotions and allows them to explore ideas, subject matter, and culture in delightfully different ways. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology. Quality arts education is an essential part of a complete education for all students and critical to their success in the 21st Century. All courses are offered as electives

ART

Art 1

350100CW

Grade: 9, 10, 11 or 12

1 unit

Prerequisite: None

This is an introductory course and a prerequisite for all other art course offerings. The course content includes concentration in the major areas of critical analysis, creative expression and production, cultural heritage and aesthetic perception. Students will study the principles and elements of visual design through drawing, printmaking, painting, and commercial design. Major artists, periods, and styles will be studied. Criteria for critically assessing a variety of products and making informed choices will be explored.

Art 2

350200CW

Grades 10, 11 or 12

1 unit

Prerequisite: Art 1

Two-Dimensional Design I is an introduction to principles and techniques in drawing. Students will gain a working knowledge of line, shape, perspective, volume, and composition as it relates to life drawing. Various media and techniques will be explored throughout the semester, with special emphasis on graphite, charcoal, pen and ink, pastels, and colored pencil. Students will be taught and encouraged to explore creative solutions to problems presented and they will be motivated in every exercise through historical and student visual examples. Students will be introduced to art criticism methods and will be expected to participate in class critiques. Finally, aesthetic questions and lateral thinking exercises will be incorporated to enhance critical thinking skills.

Advanced Placement Art Studio: Design 2D **357400**
AW

Grade 11 or 12

1 unit

Prerequisite: Art teacher recommendation

This course is designed for the artistically advanced student wishing to receive college credit. The course content is specified by the Advanced Placement Course Description published by the College Entrance Examination Board. Each student must take the advanced placement examination for possible college credit.

BAND

Instrumental Music: Band 1

353100CW

Grade: 9, 10, 11 or 12

1 unit

Prerequisite: None

This course is designed for students who have participated in the band program offered in the middle school or a previous year in high school. Students continue a sequential development of skills necessary to become proficient on a musical instrument. The course is organized so that students learn concert and marching band repertoire each year and develop an understanding of the concepts of music and the cultural heritage of the music studied. Emphasis is placed on the development of good tone, accurate pitch, growth in music reading, ability to perform more easily, ability to follow a conductor, and an understanding of a wide variety of music.

Instrumental Music: Band 2
353200CW

Grade: 10, 11 or 12
Prerequisite: Band 1

1 unit

This course is designed to promote team building and performance standards using physical conditioning, endurance and motor skills in relation to color guard technique. This will be accomplished through the use of flags, rifles, sabres, and dance. These skills will be tested and evaluated through rehearsals and performances at civic events, parades, marching band, and winter guard competitions.

Instrumental Music: Band 3
353300CW

Grade: 11 or 12
Prerequisite: Band 2

1 unit

This course is designed for students who have participated in the band program offered in the middle school or a previous year in high school. Students continue a sequential development of skills necessary to become proficient on a musical instrument. The course is organized so that students learn concert and marching band repertoire each year and develop an understanding of the concepts of music and the cultural heritage of the music studied. Emphasis is placed on the development of good tone, accurate pitch, growth in music reading, ability to perform more easily, ability to follow a conductor, and an understanding of a wide variety of music

Instrumental Music: Band 3 Honors
353300HW

Grade 11 or 12 **1 unit**

Prerequisite: Band 2 and teacher recommendation

Students enrolled in band participate in a performance and interview audition to be identified as gifted. In addition to regular band assignments, identified students complete additional projects as determined by a committee of band directors. These students will receive one unit of honors credit.

Instrumental Music: Band 4
353400CW

Grade: 12 **1 unit**

Prerequisite: Band 3

This course is designed for students who have participated in the band program offered in the middle school or a previous year in high school. Students continue a sequential development of skills necessary to become proficient on a musical instrument. The course is organized so that students learn concert and marching band repertoire each year and develop an understanding of the concepts of music and the cultural heritage of the music studied. Emphasis is placed on the development of good tone, accurate pitch, growth in music reading, ability to perform more easily, ability to follow a conductor, and an understanding of a wide variety of music.

Instrumental Music: Band 4 Honors
353400HW

Grade: 12 **1 unit**

Prerequisite: Band 3 or Band 3 Honors and teacher recommendation

Students enrolled in band participate in a performance and interview audition to be identified as gifted. In addition to regular band assignments, identified students complete additional projects as determined by a committee of band directors. These students will receive one unit of honors credit.

WORLD LANGUAGES

Spanish 1
365100CW

Grade: 9, 10, 11 or 12 **1 unit**

Recommended: Minimum grade of 77 in previous English class

This course is the first part of the beginning level of language study. It is designed to develop language skills in Spanish through practical activities that focus on meaningful personal communication. In the first year of a modern language, students become familiar with the sounds of the language, its basic vocabulary, and the most common structures. They study the cultures, the countries, and the lifestyles of the people who speak the language. 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
365200CW

Grade: 9, 10, 11 or 12 **1 unit**

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 the 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
365300CW

Grades 10, 11 or 12

1 unit

Prerequisite: Spanish 2

This course builds on and reinforces language capacity acquired in Spanish 1 and 2. The student progresses in the ability to communicate using new vocabulary and structures, and develops 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

ACADEMIC ELECTIVES

Journalism 1
305000CW

Grades 10, 11 or 12

1 unit

Prerequisite: None, teacher recommendation

This course is designed for capable career- or college-bound students who wish to increase their competence in journalism. This is the introductory class to journalism. Students learn how to conduct an interview, develop quality-questioning techniques, and write in journalistic style. These skills are within specific topic writing areas of journalism: news, feature, sports, and editorial. Pupils learn to objectively express interpretations of events with a high emphasis on journalism ethics, independence, accuracy, impartiality and truth. Students are exposed to the

history of journalism, media law and ethics. Impact of current events and how the professional media examines these daily news events is observed. Careers in journalistic fields are brought to the attention of students.

Journalism 2
305100CW

Grades 10, 11 or 12

1 unit

Prerequisite: Journalism 1 and teacher recommendation

This course is designed for capable career-or college-bound students who wish to increase their competence in journalism.

Yearbook 1
305400CW

Grades 9, 10, 11 or 12

1 unit

Prerequisite: None

This course is designed for students actively involved in the production of a school yearbook. Students should possess average or above average verbal and writing ability.

Yearbook 2
309932CW

Grades 9, 10, 11 or 12

1 unit

Prerequisite: None

This course is designed for students actively involved in the production of a school yearbook. Students should possess average or above average verbal and writing ability.

CAREER AND TECHNOLOGY EDUCATION

The mission of the Charleston County School District's Career and Technology Education (CTE) program is to provide world-class knowledge, world-class skills, and life and career characteristics aligned with the Profile of a South Carolina Graduate. College and career readiness will result from the acquisition of knowledge and skills. Students will become global citizens who meet academic and technical standards for high-demand, high-wage jobs of the future. CTE programs will prepare students to be responsible, mature, and contribute effectively to society.

Career Technology Education includes courses and career majors which serve the total school population through relevant curricula oriented toward providing career direction, a sound foundation for advanced study in a variety of career paths, and the development of employability skills.

Curriculum offerings provide course paths in all 16 of the federal occupational clusters. Students who complete four courses in a specific CTE pathways are considered majors or "completers" in that pathway.

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

Competency-based Education Career and Technology Education is an integral component of secondary education in the Charleston County School District. All Career and Technology Education courses are required to be taught in a competency-based format. The mastery of specific competencies by individual students is not dependent on the amount of time spent in class.

Completer

A Career and Technology Education (CTE) Completer is a student with an assigned CIPCode (major identification code) who has earned at least four units of the required units in a state recognized CTE program leading to a career goal.

CTAP/Articulation Credit

Students who qualify may receive college credit for completion of high school courses by enrolling in specific programs at Trident Technical College through the articulation process. Articulation allows students to make a transition from high school to Trident Technical College without duplication of courses. Career and Technical Advanced Placement (CTAP) enables qualified students to earn Trident Technical College credits while still in high school. Therefore, students may complete certificates, diplomas or associate degrees in less time.

Work-based Learning

Learning activities that students participate in outside of class that are connected with a business are referred to as work-based learning activities. Students who are eligible for a work-based learning course must have completed at least two units in a state recognized CATE program and be enrolled in the subsequent course to be eligible for participation. The work-based learning course must be apart of the student's major, career goal, and individual graduation plan (IGP).

Work-based Learning Examples:

- **School-based Activities**
School-based activities provide students the chance to explore basic business practices and entrepreneurial enterprises.
- **Work-based Mentoring**
Work-based Mentoring allows students the opportunity to be paired with an employee in a particular career field in which the student is interested.
- **Internships**
Internships give students an opportunity to learn about a particular industry or occupation through a structured, hands-on learning, work-based experience. Students may or may not receive pay or

- **Service-Learning**

Service-Learning gives students the chance to develop leadership and workplace skills through structured volunteer activities at a particular worksite or community agency.

- **Job Shadowing**

Job Shadowing is a short-term experience that introduces students to a particular job by allowing them to follow or “shadow” an individual as he/she performs workplace tasks. This is a non-credit experience.

- **Youth or Registered Apprenticeships**

Youth or Registered Apprenticeships combine classroom learning with on-the-job learning and work experience and results in the student earning a specific certificate or credential.

Students participating in Internships and Service Learning may or may not receive credit and must complete all appropriate applications, requirements and guidelines.

Youth Apprenticeship Program

The Charleston Metro Chamber of Commerce, Trident Technical College, Charleston, Berkeley, and Dorchester school districts and local business and industry leaders have teamed up to provide area high school students with the opportunity to participate in Registered Youth Apprenticeship Programs. Youth Apprenticeships are unique training programs for qualified 10th-12th grade students that combine high school and college courses together with paid on-the-job training with local employers.

Youth Apprenticeship Participation

Requirements To be eligible for a youth

apprenticeship, a student must:

- Be a rising junior, senior or graduating senior
- Be at least 16 years of age.
- Achieve qualifying ACCUPLACER Placement Test scores*
- Demonstrate academic readiness and responsibility
- Have reliable transportation to work and to school
- Be legally able to work in the U.S.

To start the application process, students must complete and submit all sections of the Youth Apprenticeship Application Packet, including proof of qualifying placement test scores. To schedule an appointment at the TTC Testing Center, call [843.574.6410](tel:843.574.6410).

For more information or for the application package, please visit this website:

http://www.tridenttech.edu/career/workforce/career_youth_apprenticeships.htm

Career and Technical Advanced Placement (CTAP)

CTAP is a Trident Technical College (TTC) program that allows qualified high school students to earn exemption credit at TTC by demonstrating mastery of college course competencies. Students who successfully complete specific high school courses in Career and Technical Education (CTE) and who demonstrate mastery of college course competencies can be awarded exemption credit toward their programs at TTC.

BUSINESS, MANAGEMENT AND ADMINISTRATION

Entrepreneurship 54000CW

Grade: 11 or 12

1 unit

Prerequisite: None

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

Image Editing 1* 534000CW

Grade: 10, 11 or 12

1 unit

Prerequisite: One course from the following: Digital Multimedia, Integrated Business Applications 1, any Engineering course or any Digital Art and Design course.

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

***Successful completion of this course meets the computer science requirement for graduation.**

HOSPITALITY AND TOURISM

Culinary Arts 1 572000CW

Grade: 10 or 11

1 unit

Prerequisite: None

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

Culinary Arts 2

572100CW

Grade: 11 or 12

1 units

Prerequisite: Culinary Art 1

Culinary Arts 2 is a continuation of Culinary Arts 1 and is designed to prepare students for entry-level employment in the food service industry or to continue advanced training at the post-secondary level. Students learn all basic areas of food preparation. Emphasis is placed on menu planning, management skills, catering, and cake decorating. Students who qualify may receive an elective unit of credit by participating in work-based learning. Students will be introduced to ProStart certification

HEALTH SCIENCE

Health Science 1

55500CW

Grade: 10, 11 or 12

1 unit

Prerequisite: None

Health Science 1 is offered to students interested in pursuing a career in the healthcare field. During this first course students are introduced to healthcare history, careers, law and ethics, cultural diversity, healthcare language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it's going and how professionalism and personal characteristics impact their success. Students will be introduced to "Standard Precautions" and learn about confidentiality through HIPPA. As students are guided through healthcare career exploration, they will discuss education levels and requirements needed to be successful. Students will participate in a career project, and will hear from guest speakers in the healthcare field. Students will learn first-aid procedures and learn fire safety. The skills and knowledge that students learn in Health Science 1 serve to prepare them for future clinical experiences such as a job shadowing or internships as they advance in the Health Science courses.

Health Science 2

555100CW

Grades 11 and 12

1 unit

Prerequisite: 80 or higher in Health Science 1 or teacher recommendation.

Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. Health Science 2, will continue teaching in more detail, the units of study that include advanced study of infection control. They will learn about "Transmission Based Precautions" and become more familiar with OSHA, HIPPA, and the CDC. Students in Health Science 2 will learn how to take vital signs, record them and learn what the data means. Students will learn about the stages of life and Maslow's Hierarchy of Needs. Students will learn how law and ethics are applied in the healthcare setting. This course will introduce students to basic patient care skills. Medical terminology, medical math and pharmacology are incorporated throughout the lessons being taught. Students will be certified in First Aid and CPR in this course (there is a minor cost to students to receive a card proving certification). Career pathways and scenarios are introduced through each section. Students in this course should further their knowledge of healthcare careers and future goals by participating in a job shadowing experience.

Health Science 3 555200CW

Grade: 11 or 12

1 unit

Prerequisite: Health Science 1 or Sports Medicine 1

Recommendations: Students should be First Aid or CPR certified, and be familiar with general medical terminology as well as technical skills associated with vital signs.

Health Science 3 acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that body systems have with disease from the healthcare point of view. This is a very "hands on" course and students will learn through projects and activities in the classroom. Skill procedures and foundation standards are reviewed and integrated throughout the program.

Medical Terminology

554000CW

Grade: 10, 11 or 12

1 unit

Prerequisite: None

Medical terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts.

INFORMATION TECHNOLOGY

Foundations of Animation*

535000CW

Grade: 10, 11 or 12

1 unit

Prerequisite: Image Editing1 or Digital Multimedia

This introductory course in computer animation uses Macromedia's Flash software. Flash is currently the professional standard for producing high-impact web animations using movies, graphics and sound. Students create and modify movies using objects, graphics, sound, animation, and special effects. An introduction to Flash ActionScript is also presented. Students examine techniques for optimizing files and publish for the web. *Successful completion of this course meets the computer science requirement for graduation.

*

Fundamentals of Web Page Design and Development*

503100CW

Grade: 10, 11 or 12

1 unit

Prerequisite: None

Web Page Design and Development is designed to provide the student with the knowledge and skills needed to design web pages. Students will develop skills in designing, implementing, and maintaining a website using authoring tools. Students will be introduced to Adobe Dreamweaver. Students who successfully complete this course will be prepared to sit for the ACA-Web Communication with Adobe Dreamweaver certification exam.

DE Cloud Essentials

Introduction to Cloud Computing offered by Arizona State University + Amazon

[Course Flyer](#) | [Syllabus](#): ASU and Amazon Web Services are partnering to offer a look under the hood at the exciting cloud technologies that run businesses today. Scholars taking this course will have the opportunity to receive an industry certification in Cloud Computing, as well as 3 college credits from ASU! A popular course, with project based learning allowing students from around the nation to meet and share work together.

SCIENCE, TECHNOLOGY, ENGINEERING, and MATHEMATICS

Introduction to Engineering Design* 605100CW

Grades: 9 or 10 1 unit

Prerequisite: Algebra 1

Introduction to Engineering Design is an introductory course that develops student problem solving skills with emphasis placed on the development of three-dimensional computer models. Students will learn a problem solving design process and how it is used in industry to manufacture a product. A Computer-Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned and equipment used is state of the art and are currently being used by engineers throughout the industry. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. Students will be introduced to Autodesk Inventor and Convert.

* **Successful completion of this course meets the computer science requirement for graduation.**

Principals of Engineering* 605000HW

Grades: 9, 10 or 11 1 unit

Prerequisite: Algebra 1

Principles of Engineering is a course that helps students understand the field of engineering/ engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concern about social and political consequences of technological change. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the

strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students will be introduced to a variety of software that may include Autodesk Inventor, RobotC, MDSolids, and/or Vernier LoggerPro.

* **Successful completion of this course meets the computer science requirement for graduation.**

ARCHITECTURE AND CONSTRUCTION

Building Construction 1 606000CW

Grade: 10 or 11 1 unit

Prerequisite: None

Building Construction Cluster 1 is designed to prepare student to perform entry-level building construction tasks under the supervision of a supervisor or an experienced craftsman. Included in the course are instructions related to cabinet making, carpentry, heating and air-conditioning system installation, masonry, plumbing, residential electricity, and safety practices. This course is designed to prepare students for a wide variety of occupational opportunities.

Building Construction 2 606100CW

Grade: 11 or 12 1 unit

Prerequisite: Building Construction 1

This course is a continuation of Building Construction 1.

Building Construction 3 606200CW

Grade: 11 or 12 1 unit

Prerequisite: Building Construction 2

This course is a continuation of Building Construction 1.

Building Construction 4 606300CW

Grade: 12 1 unit

Prerequisite: Building Construction 3

This course is a continuation of Building Construction 1.

APENDIX

APENDIX A: High School Transfer Credits Procedures

Transfer Course Description	Action
1. Course is from a S. C. public school (including innovative/pilot courses approved for that school)	Transfer as documented using CCSD approved course number, including grade weight (e.g., honors, AP, IB).
2. Course is from an accredited private or out-of-state public school, approximates a CCSD course description and is eligible for honors weight.	Assign course number for approximate course; assign weight as documented on sending transcript.
3. Course is from an accredited private or out-of-state public school and approximates a CCSD course description but is NOT eligible for honors weight (e.g., French 1, Algebra 1).	Assign course number for approximate course; do not award honors weight.
4. Course is from an accredited private or out-of-state public school but does NOT approximate a CCSD course number (e.g., religion, Texas history).	Assign an elective course number with attached course title. Do not enter a new title for the course number. Do not award honors weight.
5. Course is from a non-accredited school or home schooled without the benefit of an accredited organization.	At the school's discretion, you may review the syllabus, text and student work and/ or you may administer a test to determine whether or not credit will be awarded. Do not award honors weight.

APENDIX B: 10 Point Grade Scale Conversion Chart

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

