Conway High School

Program of Studies
2024-2025

2301 Church Street
Conway, South Carolina 29526
(843) 488-0662

Dr. Tanika McKissick, Principal

Vision Statement

Conway High School's vision is to be a multicultural and socially inclusive, world-class school centered around high quality teaching and learning. Our students will be prepared to be empathetic and contributing citizens that value and utilize collaboration, critical-thinking and creativity in order to be globally competitive in a modern society. Our school will continue to be a pillar of Conway by honoring long held traditions while embracing generational change and strategically preparing students to achieve collegiate and professional success.

Mission Statement

The mission of Conway High School, a diverse educational community, is to empower students to maximize their academic potential in a safe and equitable learning environment through rigorous and relevant academic programs.

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 Commission on Higher Education, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts

transformSC

AN INITIATIVE OF SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

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Directory

Principal............Dr. Tanika McKissick

9th Grade
Assistant Principal...........................Mr. Chad Hamilton
School Counselor......Mrs. Shonda Owens-McKnight

10th Grade
Assistant Principal..................Mrs. Shamae Johnson
School Counselor.......................Ms. Meghan Maxwell

11th Grade
Assistant Principal........................Dr. Leronica Grate
School Counselor..........................Mr. Timothy Jones

12th Grade
Assistant Principal..................Mrs. Ashley Hinch
School Counselor...................Ms. Brooke Campbell

Director of Guidance...................Ms. Amber Shurbrick

Registrar..Ms. Sanquetta Palmer

Data Quality Clerk.............................Mrs. Sherry Turner

Guidance Secretary..................Mrs. Vanessa Sherman

AVID Coordinator.............................Ms. Melanie Abston

Instructional Coach...........................Ms. Breanna Hicks

Athletic Director................................Mr. Anthony Carroll

Community Liaison...............Mrs. Claudine Schofield

General Information

1. It is strongly recommended that all students take eight courses each year. Students in grades 9 –11 are required to take 8 courses.

2. If a student enrolls after the beginning of a course, attendance counts from the first day of the course, not from the day of enrollment. Students transferring from another school or from another level of the same course receive credit for days attended in the previous course.

3. Students transferring from other schools receive credit for previously acquired coursework from accredited programs. Please work with your school counselor to ensure he/she receives needed paperwork in order to effectively transfer credits.

4. Students who become ineligible for courses due to failures must check their schedules when school starts to make certain that appropriate changes have been made. Students should see their school counselors if there are any problems.

5. School counselors may assign classes for students.

Academic Policies and Procedures

Schedule Changes

Students are not allowed to change schedules after the 5th day of the new semester. Students who wish to make a change to their schedule must complete the "Schedule Change Form" prior to the 5th day. Schedule requests will be reviewed by administration and guidance.
Please note that requesting a schedule change does not guarantee the schedule change will occur. Students who drop a course after the fifth day will receive WF, which calculates as an F in the overall GPA.

Retaking a Course

According to the South Carolina Uniform Grading Policy, students are allowed to retake the same course at the same difficulty level under the following conditions:
· Only courses in which a grade of a D or F is earned may be retaken.
· The course in which a grade of a D or F is earned may only be retaken during the current academic year or no later than the next academic school year.
· The student's record will reflect all courses taken and grades earned.

Credit Recovery

Students must have previously failed a course to be eligible for credit recovery using Edgenuity. Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students must have obtained a grade of 50 or higher in the initial course. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade.

Academic Policies and Procedures

Promotion and Retention

In Grades 9 through 12, in order to be eligible for promotion to the next grade classification, students must have earned a minimum number of units, as specified below. To be promoted to grade 9, students must have met the requirements of the 8th grade promotion standards.

To be promoted to grade 10, a student must pass: a minimum of 6 units of credit to include:
· One English credit (English I)
· One math credit
· Four additional credits

To be promoted to grade 11, a student must pass a minimum of 11 units of credit to include:

· Two English credits (English I and English II)
· Two math credits
· Seven additional credits

To be promoted to grade 12, a student must pass a minimum of 16 units of credit to include:

· Three English credits (English I, English II and English III)
· Three math credits
· Two science credits
· Two social studies credits
· Six additional credits

Course Withdrawals

Per the South Carolina Uniform Grading Policy, with the first day of enrollment in the course as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course will do so without penalty. The three-, five-, and ten–day limitations for withdrawing from a course without penalty do not apply to course or course-level changes approved by the administration of a school. Students who withdraw from a course with administrative approval will be given a WP for the course.

Students who withdraw from a course after the specified time of three days for a 45-day course, five days in a 90-day course, or ten days in a 180-day course without administrative approval, shall be assigned a WF, and the F (as a 50) will be calculated in the students' overall grade point average.

Withdrawal limitations for distance learning, dual credit, and virtual courses will be established by local districts in conjunction with partner institutions of higher education and Virtual SC enrollment and withdrawal deadlines. Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following polices:
- The student will receive a WP if he or she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he or she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

Schedules may be changed only if there is a conflict or an extenuating circumstance. At the mid-point of the 1st quarter (26th day), if the student is failing an AP, IB, or Honors course, the student may be rescheduled to the CP course level. Requests for changes in a course level will be accommodated until the close of school on the eighth school day after the end of the first nine weeks in a 180-day course (53rd day). Change requests for semester-long courses will be accommodated until the close of school on the 26th day of school. Students should not be dropped, moved or reassigned to any other class after the designated day as per course length. Requests will be considered provided that the proposed change may not result in a class having over the maximum of 25 students, the proposed change is not in conflict with the master schedule, and if approved by the school principal.

SC Diploma Requirements

To earn a high school diploma, students must earn a minimum of 24 of credit. The credits must be in the following areas:

English	4 Credits
Math	4 Credits
Science	3 Credits
Social Studies	1 Credit
US History	1 Credit
Government/Economics	1 Credit
CTE/Foreign Language	1 Credit
PE/ROTC	1 Credit
Computer Science	1 Credit
⭐ Electives	6.5 Credits
⭐ Personal Finance	.5 Credit

⭐ New credit requirement for freshman entering CHS in the 2024-2025 academic school year and sophomores students who entered during 2023-2024 school year.

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Four Year College Requirements

Two Academic Electives are required, such as a college preparatory course in Computer Science, English, Fine Art, Foreign Language, Social Science, Humanities, Mathematics, Physical Education or Laboratory Science . The total number of credits must equal 24.

English	4 Credits
Math*	4 Credits
Laboratory Science**	3 Credits
Social Studies	1 Credit
US History	1 Credit
Government/Economics	1 Credit
Foreign Language	2 or 3 credits of same language
PE/ROTC	1 Credit
Computer Science	1 Credit
Fine Arts	1 Credit

*Math course sequence: Algebra I, Geometry, Algebra II and an additional math course beyond Algebra II.

** Laboratory Science: AP Sciences, Biology, Chemistry, Marine Science and Environmental .

Students are highly encouraged to view the websites for their prospective college or university for updated credit criteria.

NCAA Information

In order for student athletes to be able to practice, play and receive athletic scholarships students must met specific criteria governed by NCAA. HCS Flex course offerings and credit recovery.

Division I

1. Graduate from high school.
2. Completed a minimum of 16 core courses.
3. Present the required GPA.
4. Present a qualifying test score ACT and or SAT.
5. Complete the amateurism questionnaire and request final amateurism certifications.

4 years of English

3 years of Math (Algebra I or higher)

2 years of a natural or physical science (At least one lab science)

1 extra academic elective

2 years of social science

4 years of extra core courses or world language

Division II

1. Graduate from high school.
2. Completed a minimum of 16 core courses.
3. Present the required 2.2 GPA.
4. Present a qualifying test score ACT and or SAT.
5. Complete the amateurism questionnaire and request final amateurism certifications.

3 years of English

2 years of Math (Algebra I or higher)

2 years of a natural or physical science (At least one lab science)

3 years of extra academic elective

2 years of social science

4 years of a core courses or world language

SC Employability Certificate

The Employability Credential is designed for students with disabilities for whom the IEP team determines that mastery of a career-based educational program (including academics, independent work experience, daily living skills, and self determination skill competencies) is the most appropriate way for a student to demonstrate his or her skills and provide a free appropriate public education (FAPE).

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

4 units of English
4 units of mathematics
2 units of science
2 units of social studies
4 units of employability education
6 units of elective courses

Coursework in the four core areas (English Language Arts, Mathematics, Science, and Social Studies) must meet South Carolina College- and Career-Ready Standards. In addition to completing coursework outlined above, to receive an Employability Credential, a student must:

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

SC Uniform Grading

The uniform grading policy applies in all SC high schools. The complete text of the grading policy can be obtained by accessing the State Department of Education's website at https://ed.sc.gov/newsroom/10-point-scale-faq/.

All grades on report cards and transcripts in SC public high schools will be numerical. A student's GPA and rank in class will be figured from a grade-point conversion table available on the website listed above and printed on transcripts. Students and parents should choose courses carefully.

The guidelines that outline consequences for students who withdraw from a course are: Students who withdraw from a course after 3 days in a 45-day course or 5 days in a 90-day course, or 10 days in a 180-day course shall be assigned a WF, earning a grade of 50 and 0 quality points. The F will be calculated in the student's overall grade point ratio.

Scan the QR code for the SC Uniform Grading Scale
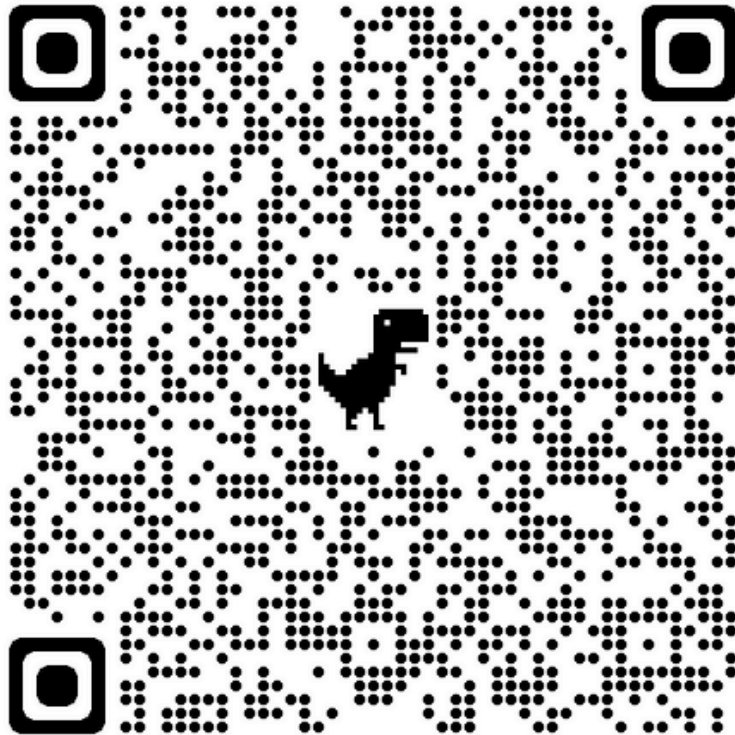
SC Scholarships

Palmetto Fellows

A student may qualify for the South Carolina Palmetto Fellows Scholarship (up to $6,700.00 during the first year and then up to $7,500.00 for the remaining three years) if he/she meets the following criteria: a combined SAT score of 1200 (Math and Reading) or an ACT score of 27; a 3.5 cumulative GPA on the Uniform Grading System and be in the top 6% of his/her sophomore or junior class, based on the Uniform Grading System; or 1400 SAT/32 ACT and 4.0 GPA based on the Uniform Grading System. Additional information is available through the school counselor's office.

Life Scholarship

A student may qualify for the South Carolina Life Scholarship (up to $4700.00/year plus $300 book allowance) if he/she meets two of the three following criteria: a combined SAT score of 1100 (Math and Reading) or an ACT score of 24; a 3.0 cumulative GPA on the Uniform Grading System by the end of the senior year; or be in the top 30% of his/her graduating class based on the Uniform Grading System. For two-year colleges and technical colleges, a student may qualify for the cost of tuition plus $300 book allowance with a 3.0 GPA on Uniform Grading System. Additional information is available through the school counselor's office.

Hope Scholarship

HOPE Scholarship A student may qualify for the South Carolina Hope Scholarship (up to $2,500.00/year plus $300 book allowance) if he/she meets the following criteria: a 3.0 cumulative GPA on the Uniform Grading System by the end of the senior year. Additional information is available through the school counselor's office.

Honor Graduates

High schools uniformly determine the official class rankings of students based on the grade point ratios ("GPRs") of students in grade twelve, i.e., seniors, including students considered to be in grade twelve (see "Acceleration of students in grades nine through twelve"). GPRs are calculated after seniors' grades are finalized at the end of the school year, i.e., at the conclusion of the fourth nine-weeks grading period or after the first term if the student is a January graduate. January graduates will not be included in the final rank. These final class rankings for seniors are computed in order to achieve the following Latin honors designations:

· Students with a weighted GPR* of 4.750 or higher on the S.C. uniform grading scale will be recognized as Summa Cum Laude graduates.
· Students with a weighted GPR* of 4.250 or higher, but less than 4.750, will be recognized as Magna Cum Laude graduates.
· Students with a weighted GPR* of 3.750 or higher, but less than 4.250, will be recognized as Cum Laude graduates.

*Weighted GPR calculations are based up on the S.C. Uniform Grading Policy's three decimal-point scale, and computations will not be rounded up.

Honors graduates will be recognized at each district high school graduation ceremony in the following manner:
· A notation indicating honor status (i.e., Summa Cum Laude, Magna Cum Laude, Cum Laude) will be inserted by the graduate's name in the high school's graduation program.
· The high school will announce the honor graduate's level of recognition (i.e., Summa Cum Laude, Magna Cum Laude, Cum Laude) when the graduate walks across the stage.
· District-wide, a uniform color-coding system will be used for the honor cords awarded to honor graduates. The color coding is as follows:

Summa Cum Laude
green and gold
Magna Cum Laude
green and silver
Cum Laude
green and bronze

Honor Graduates

Academic regalia such as honors cords will only be worn by a graduate during the ceremony provided that the student is:
· Eligible for Latin honors recognition,
· A member of a chartered honor society, or
· Entering the military.

Honor cords or other regalia may not be worn by students in graduation ceremonies to signify a student's membership or enrollment in an academy/club/organization/program, a student's completer status, and/or a student's winning a competitive event.

To determine students who will speak at district high school graduation ceremonies: The Valedictorian (the senior with the highest rank) will speak at his/her school's graduation ceremony. The Salutatorian (the senior with the second highest rank) will speak at his/her school's graduation ceremony. A third senior, who has earned magna or summa cum laude recognition, will be selected through election by his/her peers in the magna/summa cum laude student group to speak at his/her school's graduation ceremony.

Class Rank

Official Class Rank will be determined for tenth, eleventh, and twelfth graders on the 180th day of school. Students and parents may request an official transcript, which will include an official rank after the 180th day of school following the students' tenth, eleventh, or twelfth grade. Horry County Schools does not rank ninth graders.

Unofficial Class Rank may be determined at any time during the school year for tenth, eleventh, or twelfth graders. Unofficial class ranking is only a snapshot of where the student is ranked at the time the transcript is printed. It does not take into account any dual enrollment courses for which the student is currently enrolled, new students who have moved into the school, but do not have historical grades, or students who may enroll or leave the school before the end of the school year. All transcripts that are printed with an unofficial class rank will be labeled "Unofficial Transcript". The rank in class for high school students will be computed according to the guidelines included in the S.C. Uniform Grading Policy. The district reserves the right to make changes in its policy concerning the structure for determining class rankings and grade point ratios.

Preliminary class ranking of seniors for college admissions and/ or scholarships
Preliminary class rank will be uniformly determined on the 135th day of school for twelfth graders based on the students' weighted GPRs for the following two purposes: * To provide preliminary class rank information that seniors need for scholarships and other awards; *To provide preliminary class rank information that seniors need for admission to postsecondary programs.

Ranking of tenth and eleventh graders for South Carolina Palmetto Fellows Scholarship eligibility
In order for students in grades ten and eleven to be considered for initial eligibility for South Carolina's Palmetto Fellows Scholarship, calculation of GPRs and determination of class ranking for tenth and eleventh graders will occur after the 180th day of school when all grades have been finalized.

Preliminary class ranking of juniors for selection of Junior Marshals
For the sole purpose of district high school graduation ceremonies, high schools will calculate the class rankings of eleventh graders, based upon their GPRs, on the 135th day of school, in order to identify junior class marshals. This 135th day ranking of eleventh graders is used only for the purpose of identifying junior class marshals.

Note: Preliminary class ranking of juniors may not include all courses in which the student is currently enrolled, such as dual enrollment courses.

SC Graduation Seals

Students enrolled in South Carolina high schools shall have the opportunity to earn graduation Seals of Distinction within each high school diploma pathway that identifies a particular area of focus.

The earning of a graduation seal(s) shall be based upon the following criteria:
- Students shall meet all requirements set forth in State Board Policy R43-234: State Graduation Requirements related to earning a high school diploma.
- Students may earn one or more Seals of Distinction including an Honors Seal, College Seal, Career Seal, Specialization Seal (with focus areas in the following: STEM, World Language, Arts, and Military).
- English I, II, III, IV or their course equivalents (Customized English I, II, III, IV), or higher level substitutes (AP, IB, or Dual Credit) must be taken to earn all Seals of Distinction.
- Students are not required to earn a Seal of Distinction in order to receive a diploma.

**Scan the QR code for the
Seals of Distinction**
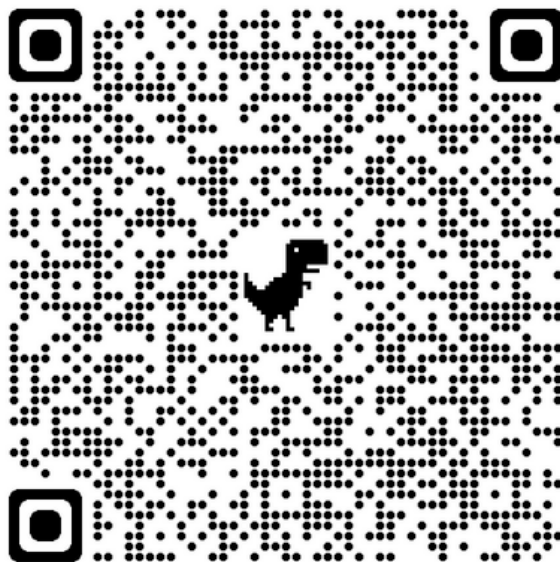
SC Academic Honors Award

The South Carolina Department of Education Honors Award is granted to seniors who:

- Are eligible for graduation with a state high school diploma.

- Complete 24 units of credit as prescribed. Of the 24 units earned, 18 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 math.

- Receive a minimum grade of "B" for each semester course in grades 9-12 through the 7th semester.

- Achieve either a score of 710 or higher on the SAT verbal, a score of 690 or higher on the SAT math, a score of 30 or higher on the ACT English, or a score of 33 or higher on the ACT math.

- Have a combined score of 1400 on the SAT verbal and math sections or an ACT composite of 31.

Early Graduation

It is possible for a student to fulfill all graduation requirements in less than four years; however, it is not recommended for most students. Students who are interested in this option should schedule an appointment with their school counselor. ***An Early Graduation application must be completed by the student and parent/guardian prior to being considered. This application is due on November 1st.***

January Graduation

January Graduation is an option for students who opt to graduate in January of their senior year. Interested students should schedule an appointment with their counselor prior to the spring of their junior year. ***A January Graduation application must be completed by the student and parent/guardian prior to being considered. This application is due on November 1st.***

Please keep the following in mind:

- January Graduates will not receive a final rank.
- January Graduates will be awarded a diploma through the base high school as soon as it is issued by the SCDE.
- January Graduates lose all privileges associated with being a student. The January Graduate will not be allowed on campus during the instructional day without an appointment with a school counselor. January Graduates may not attend any function that is designed for active students. Some examples include, but are not limited to, the prom, the academic awards ceremony, the senior celebration, any base school or academy senior recognition ceremony, etc.
- January Graduates will be allowed to participate in the graduation practice and ceremony (please note: Graduation practice is required for participation in the graduation ceremony).
- January Graduates will be eligible to begin a post-secondary education program and receive all scholarships for which they are eligible.
- January Graduates will need to contact the appropriate vendor directly to secure graduation supplies.

The fact that a student has met with his/her school counselor, examined his/her transcript, and determined that the necessary units to graduate have been completed, does not ensure that the student has the necessary units to attend a four-year college. It merely means the student is eligible for high school graduation.

Standardized Testing Directory

ACT

The ACT provides a measure of how well students can perform the skills necessary for college coursework. The ACT Assessment measures these skills in English, mathematics, reading and science reasoning. An optional writing test is also available. These areas are tested because they include the major areas of instruction in most high school and college programs. Students may take this assessment in the spring of their junior year.

Advanced Placement

Advanced Placement is a program created by College Board that allows students to take college level courses while in high school. Students who successfully pass the AP exam can earn college credit and/or qualify students for more advanced classes when they begin college.

Conway High is pleased to offer the following AP Courses contingent on enrollment: *Biology, Calculus AB, Calculus BC, English Language and Composition, English Literature and Composition, Environmental Science, European History, Government, Human Geography, and U.S. History*

ASVAB

The ASVAB is a timed multi- aptitude test. It is one of the most widely used multiple aptitude tests in the world. It is developed and maintained by the Department of Defense. The ASVAB Career Exploration Program is a great and useful tool that can help you to identify and explore a career path that is right for you. The ASVAB assesses crucial areas: Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, and Mathematics Knowledge. Students can take this assessment during their junior year.
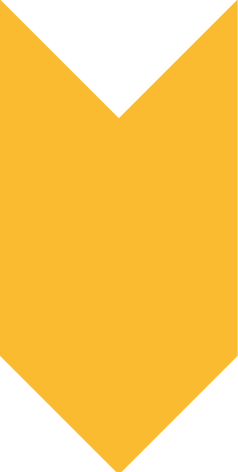
Standardized Testing Directory

End-of-Course Examination

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. The EOCEP encourages instruction in the specific standards for the courses, encourages student achievement, and documents the level of students' mastery of the academic standards. Gateway courses are Algebra I, Intermediate Algebra, Biology, English II and US History. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses.

SAT

The SAT is a multiple-choice test with two required sections: evidence-based reading and writing and math. Each section of the test has a score range of 200 to 800, and total scores range from 400-1600 points. Students may take this assessment during the spring of their junior year.

WIN

The WIN is the South Carolina Career Readiness Assessment. The WIN assesses four different areas: soft skills, work ready math, work ready reading and work ready data.
 Students can receive a scale score of 1 to 5. Those scoring level 2 to 5 will be issued a credential.

Standardized Testing Directory

Standardized Testing by Grade Level
9th Grade: Algebra I End of Course Exam
10th Grade: Biology I End of Course Exam English 2 End of Course Exam PSAT (Fall)
11th Grade: ASVAB WIN SAT and or ACT (*Choose 1) US History End of Course Exam
12 Grade: ASVAB (if needed) SAT or ACT (if needed) WIN (if needed)

CTE PATHWAYS

The following CTE programs are offered at our school:

Health Science

Pharmacology Technology

Project Lead the Way® Biomedical Science

Project Lead the Way® Engineering

Project Lead the Way® Computer Science

Horticulture

Veterinary Science

Business Information Management

Game & Interactive Media

General Management

Hospitality and Tourism Management

Web & Digital Communications

CTE Pathways

National Career Cluster: Health Science

Pathway	Required Courses	Preferred 3rd Course	Optional
Health Science requires 3 courses	Health Science I Health Science II	Medical Terminology (H)	PLTW Biomedical Sciences (H), Pharmacology Tech or Intro to Veterinary Science or PLTW Human Body (H)
Pharmacology Tech requires 4 courses	Health Science I Health Science II Pharmacology Tech (H) full year- 2 credits required.	Medical Terminology (H)	PLTW Biomedical Sciences (H), Intro to Veterinary Science or PLTW Human Body (H)
PLTW Biomedical Science requires 3 courses	PLTW Principles of Biomedical Science (H), PLTW Human Body Systems (H)	Medical Terminology (H)	Health Science I, Health Science II or Pharmacology Tech (H) full year- 2 credits

Health Science Courses

Health Science I
Prerequisite: Biology I
Certification: *Stop The Bleed , OSHA 10 General*

As the introductory course the Health Science Pathway, students are provided an overview of healthcare history, cultural diversity, medical terminology, medical math, infection control, the organization of healthcare facilities and the promotion of wellness. Exploration of healthcare careers, professionalism and employability skills are a main focus of this course. First aid and fire safety are introduced. Healthcare career exploration will be supported through projects, guest speakers, career fairs and fieldtrips. The skills and knowledge learned in Health Sciences I will prepare students for future courses taken in the Health Sciences pathway.

Health Science II
Prerequisites: Chemistry credit. Student must have passed Health Science I with an 75 or higher and have been accepted to the Health Science STEM major.
Certification(s): *Basic Life Support*

Health Science II applies the knowledge and skills that were learned in Health Science I while further challenging the students to learn more about the healthcare field. Health Science II 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 II will learn how to take vital signs, record them and learn what the data means. 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 have the opportunity to become certified in First Aid and CPR . Career pathways and scenarios are introduced through each section. Students in this course will further their knowledge of healthcare careers and future goals by participating in a job shadowing experiences. This course provides a foundation for further advancement in Health Science.

Medical Terminology Honors
Prerequisites: Successful completion of Health Science 1 and Anatomy and Physiology.
Certification(s): *National Health Science Certificate Assessment*

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.
This is an honors-level course. At the end of the course, students will take the National Health Science Certificate Exam. The assessment measures student knowledge of health science concepts and skills.

Pharmacology Honors
Prerequisites: Successful completion of Health Science I, Health Science II and Medical Terminology Honors.
Requirement: Student must met Senior promotion criteria.
Certification(s): Pharmacy Technician Certification

Pharmacology for Medical Careers is a program designed to inform senior level students about pharmacology in the medical field. Through project-based activities, classroom lab experiences, and work-based learning opportunities students are exposed to pharmacy careers and benefit from pharmacology, math, and science standards included in this course. At the high school level, students are exposed to pharmacy careers and benefit from pharmacology, math, and science standards included in this course.
This is a year long, honors-level course with a certification exam at the end. Students who complete the course and pass the exam are issued a nationally recognized certification.

PLTW Principles of Biomedical Science (H)
Prerequisites: Students must have taken Biology I Honors.
Assessment: PLTW EOC
Credit: Honors or Dual Credit weighting if score is "Accomplished" or "Distinguished".
Certification: *OSHA 10 General*

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. Students must have Lexile score that is on target or above and student must have taken or be scheduled for Biology. At the end of this honors-level course, students will take an end-of-course assessment. Students who score "Accomplished" or higher on this exam will receive dual credit course weighting.

PLTW Human Body Systems (H)
Prerequisites: Students must have taken Anatomy and Physiology.
Assessment: PLTW EOC
Credit: Honors weighting Dual Credit weighting if score is "Accomplished" or "Distinguished".

Human Body Systems (HBS) Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. Students must have Lexile score that is on target or above and student must have taken or be scheduled for Biology. At the end of this course, students will take an end of course assessment. Students who score a 6 on this exam will receive dual credit course weighting.

National Career Cluster: Engineering

Pathway	Required Courses	Preferred Course	Optional
PLTW Engineering requires 4 courses	PLTW Intro to Engineering Design (H) and PLTW Principles of Engineering (H) and PLTW Capstone (H)	PLTW Civil Engineering and Architecture (H)	PLTW Computer Science Principles (H)

Engineering Courses

PLTW Capstone

PLTW Capstone is a capstone course for students who are completing any of PLTW's high school programs. It is an open-ended research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem.

Teams draw on the knowledge, skills, and interests of each member, as they perform research to select, define, and justify a problem. Given this collaboration, team members leave the course with a broadened skillset and an appreciation for learning from their peers. After carefully defining the design requirements and creating multiple solution approaches, student teams select an approach, create, and test or model their solution prototype. As they progress through the problem-solving process, students work closely with experts and continually hone their organizational, communication, and interpersonal skills, creative and problem-solving abilities, and their understanding of the integration of processes such as the design process, experimental design, and the software development process. At the conclusion of the course, teams present and defend their original solution to an outside panel.

PLTW Capstone is appropriate for 12th grade students who are interested in any technical career path because the projects students work on can vary with student interest, and the curriculum focuses on collaborative problem solving and project management. Students should take PLTW Capstone as the final PLTW course, because it requires application of the knowledge and skills introduced during the PLTW foundation courses. This course is not designed to teach additional content, but to empower students to find resources—mentors, subject matter experts, research articles, peers, and teachers—to meet their needs, bolster their skills, and solve the problem they have selected. This is a required course for this major.

PLTW Civil Engineering and Architecture (H)

Prerequisites: Students must have passed all previous PLTW Engineering courses.
Assessment: PLTW EOC
Credit: Honors or Dual Credit weighting if score is "Accomplished" or "Distinguished".

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation.
Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build electronic and physical models of residential and commercial facilities. While implementing these designs students will continually hone their interpersonal skills, creative abilities and understanding of the design process. Civil Engineering and Architecture is a high school level course that is appropriate for 10th or 11th grade students interested in careers related to civil engineering and architecture.

Civil Engineering and Architecture is one of four specialization courses in the Project Lead The Way® high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. At the end of this honors-level course, students will take an end- of-course assessment. Students who score "Accomplished" or higher will receive dual credit course weighting.

PLTW Computer Science Principles (H)
Prerequisites: Students must have passed Computer Science Essentials.
Assessment: PLTW EOC
Credit: Honors weighting Dual Credit weighting if score is "Accomplished" or "Distinguished".

CSP introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, CSP prepares students for college and career. In addition to exploring possible careers in Computer Science, students use programming tools such as Python® to create apps and game simulations.

This course is endorsed by the College Board, and students may take the AP Computer Science Principles exam for the opportunity to earn college credit. At the end of this honors-level course, students will take an end of course assessment. Students who score "Accomplished" or higher on this exam will receive dual credit course weighting.

PLTW Introduction to Engineering Design (H)
Credit: Honors weighting Dual Credit weighting if score is "Accomplished" or "Distinguished".

Introduction to Engineering Design TM (IED) is a high school level course with honors weighting that is appropriate for 9th or 10th grade students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, engineering standards, research and analysis, technical documentation, global and human impacts, communication methods, and teamwork. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. At the end of this honors level course, students will take an end-of-course assessment. Students who score "Accomplished" or higher on this exam will receive dual credit course weighting.

PLTW Principles of Engineering (H)
Prerequisites: Students must have passed Introduction to Engineering Design and Algebra I. Students must have been accepted in the Engineering Major.
 Assessment: PLTW EOC
Credit: Honors weighting Dual Credit weighting if score is "Accomplished" or "Distinguished".

Principles of Engineering TM (POE) is a high school level course with honors weighting that is appropriate for 10th-12th grade students who are interested in science, math, and engineering. The major focus of the POE course is to explore the wide variety of careers in engineering and technology and cover various technology systems and manufacturing processes. Using activities, projects, and problems, students learn first hand how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also addresses concerns about social and political consequences of technological change. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. At the end of this course, students will take an end-of-course assessment. Students who score "Accomplished" or higher will receive dual credit course weighting.

National Career Cluster: Agriculture, Food & Natural Resources

Pathway	Course 1	Course 2	Course 3	Course 4
Horticulture	Agricultural Science and Technology	Introduction to Horticulture	Turf and Lawn Management	Agricultural Mechanics Technology
Veterinary Science	Agricultural Science and Technology	Farm Animal Production	Small Animal Care	Introduction to Veterinary Science or Agricultural Mechanics Technology

Both pathways require 4 courses.

Agricultural Science and Technology
Certification: Hunter's Education

The Agricultural Science and Technology course is designed to teach essential concepts and understanding related to plant and animal life including biotechnology, the conservation of natural resources, and the impact of agriculture and natural resource utilization on the environment. Emphasis is placed on the role of agriculture in our society and the importance of agriculture to the welfare of the world. Basic personal and community leadership and safety, and agricultural mechanical technology are included as a part of the instructional program. Each student is expected to design and participate in a supervised agricultural experience.
Typical learning activities include hands-on learning experiences including performing basic principles of plant, soil, and animal science; studying and modeling the significance of humankind's interrelationship with soil, water, and air; participating in FFA activities.

Agricultural Mechanics and Technology
Prerequisites: Student must have successfully completed Agriculture Science and Introduction to Horticulture.
Assessment: Horticulture End of Program Exam

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

Farm Animal Production
Prerequisites: Students must have successfully passed Agricultural Science.
Certification: Elanco Principles of Animal Science

The Farm Animal Production course is designed to teach technical knowledge and skills for entry-level positions in an animal production enterprise by developing competencies concerning the selection, breeding, physiology, nutrition, health, housing, feeding, and marketing of farm animals. Typical instructional activities include hands-on experiences with the principles and practices essential in the production and management of farm animals and farm animal products for economic, recreational, and therapeutic uses; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities.

Introduction to Horticulture
Prerequisites: Students must have successfully completed Agriculture Science.
Certification: BAFF Plant Science Certification

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

Introduction to Veterinary Science
Prerequisites: Students must have successfully completed Agriculture Science.
Certification: Elanco Veterinary Medical Applications Certification
Assessment: Plant and Animal System End of Program

Animal and veterinary sciences are not limited to the care of domesticated animals such as dogs, cats, birds, reptiles, or other exotic animals. Often, individuals who work with animals work with animals from business perspective. South Carolina has multiple animal production companies, which raise and prepare animals to provide South Carolinians with a local, reliable, nutritious meat source. Animals are used regularly in agricultural settings, which requires individuals with specific training to be employed to care for these animals. The state of South Carolina and many local governmental entities also employ individuals with animal or veterinary science knowledge and skills. Some of these individuals work as park rangers, field scientists, zoo keepers, police dog trainers, and the list continues.

Small Animal Care
Prerequisites: Students must have successfully completed Agriculture Science.
Certification: OSHA 10 General

The Small Animal Care course is designed to teach technical knowledge and skills for occupations in the pet industry or the companion animal industry. Skills also relate to the veterinarian or the veterinarian technician career field.
Typical instructional activities include hands-on experiences with cats, dogs, rabbits, fish, etc. participating in personal and community leadership development activities; and planning a relevant school to work transition experience.

Turf and Lawn Management
Prerequisite: Students must have successfully completed Agricultural Science
Certification: OSHA 10 General
Turf and Lawn Management course is designed to teach technical knowledge and skills for entry-level positions in the turf grass industry. The principles and practices involved in establishing, managing, and maintaining grassed areas for ornamental and/or recreational purposes are studied. Typical instructional activities include hands-on experiences with analyzing problems and developing site plans for golf courses and commercial, church, and home lawns; establishing, fertilizing, irrigating, and pest management control of grassed areas; operating and maintaining machinery and equipment; participating in personal and community leadership development activities; planning and implementing a relevant school-to-work transition experience; and participating in FFA activities.

Pathways

National Career Cluster:
Business Management Administration

Pathway	Rquired	Required	Choose One	Optional
Business Information Management *need 3 courses*	Digital Publication Design	Image Editing	• Accounting 1 • Digital Multimedia • Entrepreneurship • Foundations of Animation • Fundamentals of Computing • Fundamentals of Web Page Design and Development	Advanced Web Page Design and Development

Pathway	Required	Preferred Course	Choose One	Optional
Game & Interactive Media *need 3 courses*	Game and Design Development Foundations of Animation	Fundamentals of Web Page Design and Development	• Accounting I • Entrepreneurship • Fundamentals of Computing • PLTW Computer Science Essentials • PLTW Computer Science Principles • PLTW Cybersecurity	

Pathways

National Career Cluster:
Information Technolgy

Pathway	Required Courses	Course 3	Optional
General Management **need 3 courses**	• Accounting 1 • Entrepreneurship	• Fundamentals of Web Page Design and Development • Natural Hair Braiding	Advanced Personal Finance

Pathway	Required Courses	Select 1	Opitonal
Web and Digital Communications	• Fundamentals of Web Page Design and Development • Advanced Web Page Design and Development	*Choose one of the approved electives listed below.	• Digital Publication and Design • Entrepreneurship • Natural Hair Braiding

Approved electives for the Web and Digital Communications pathway:

Digital Publication Design, Foundations of Animation, Fundamentals of Computing, Game and Design Development, Image Editing, PLTW Computer Science Essentials, PLTW Computer Science Principles, or PLTW Cybersecurity.

PLTW Computer Science *all courses are required	PLTW Computer Science Essentials (H)*	PLTW Computer Science Principles (H)*	PLTW Cybersecurity (H)*	PLTW Capstone(H)*

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Pathways

National Career Cluster: Hospitality

Pathway	Required Courses	Preferred	Choose One	Optional
Hospitality and Tourism Management **needs 3 courses**	• Introduction to Hospitality and Tourism Management • Events and Entertainment Management • Travel and Tourism Management	Introduction to Culinary Arts Management	• Accounting 1 • Entrepreneurship • Fundamentals of Computing	Fundamentals of Web Page Design and Development

Accounting 1
Prerequisites: Algebra I or equivalent (Foundations in Algebra or Intermediate Algebra). Grade of 70 or better.
Requirement: Student must met promotion criteria for 10th grade.

Accounting 1 is designed to help the student develop an understanding of the concepts, principles, and practices necessary in the preparation and maintenance of financial records concerned with business management and operations. Students are exposed to the accounting cycle, cash control systems, payroll, and careers in accounting.

Advanced Personal Finance

The Advanced Personal Finance course is an in-depth study of the principles of personal finance. Using experiential activities, students will learn tools and techniques to become financially literate living and working within a global marketplace. Tools and techniques include budgeting, managing credit and debt, banking, developing investments, reducing financial risk, computing earnings and taxes, renting or purchasing housing, evaluating post- secondary education and training funding. Also, students will learn to use consumer protection laws, internet safety and cyber security to safeguard their finances. Upon successful completion of this course, students may have the opportunity to demonstrate career-readiness with the attainment of an industry-recognized certification. *This course has been vetted and can be used to meet the personal finance graduation requirement.*

Advanced Web Page Design and Development
Prerequisite: Fundamentals of Web Page Design
This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Students develop web pages that incorporate text, audio, video, and graphics using web authoring software, JAVA scripting, XHTML, and CSS. Students determine and employ methods to evaluate the design, functionality, and security of online information in various settings. This course teaches students how to use networks, including the Internet, for research and resource sharing.

Digital Multimedia
Digital multimedia is just what it sounds like: communications performed with and by digital technology. Multimedia developers and managers use digital communications methods to create any variety of entertainment, graphic design, and artistic productions. In digital multimedia you will create games, print publications, presentations, tutorials, simulations, virtual reality, and web sites.

Digital Publication Design
Certification: iC3 Digital Certification
Do you like to be artistic but also like to use technology? This course is designed to use both artistic skills and computer programs to create a variety of publications projects using professional-grade Adobe design software (Illustrator and InDesign). Some examples are digital drawings, logos, advertisements, magazine layouts, and more.

Entrepreneurship
Prerequisite: Student must be in the 10th, 11th or 12th grade.
This is an approved course for the state requirement for personal finance.

This course is suggested for students who are considering opening their own business or having a career in business or marketing. They learn how to setup and operate a profitable business, starting with a business plan. This course helps them understand business operations, and provides them with the techniques, skills, sources of data and detailed information needed to operate a profitable business.

Events and Entertainment Management
Prerequisite: Introduction to Hospitality and Tourism Management

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

Foundations in Animation
Prerequisite: Keyboarding proficiency and high school Computer Science Course.
Certification: TBD

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

Fundamentals of Computing

Fundamentals of Computing is designed to introduce students to the field of computer science through an exploration of a variety of computing topics. Through creativity and innovation, students will use critical thinking and problem-solving skills to implement projects that are relevant to students' lives. They will create a variety of computational artifacts through individual and team projects. Students will gain a fundamental understanding of the operation of computers, programming, web design, computational data, physical computing, machine learning, societal and ethical issues of computing. Students will also be introduced to computing careers and how computing is an essential supporting aspect of all other career fields.

Fundamentals of Web Page Design and Development

Did you know there are over 1 billion websites now on the internet? This course is designed to be your first step toward a better understanding of the internet and developing a new set of internet skills using HTML and CSS as a basic programming language for web sites. Successful completion of this course will prepare students for industry certification. This course is an approved computer science course for graduation.

Game Design and Development
Prerequisite: Student must be in the 10th, 11th or 12th grade.

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

Image Editing I
Prerequisite: Fundamentals of Computing or Digital Multimedia

Taking pictures, whether it's with a phone or camera, is a practice that is a part of life. But what about editing those pictures to make them better, more colorful, more interesting? This course will use Adobe Photoshop to help master image manipulation and photographic retouching types of media. Successful completion of this course will prepare the student for industry certification.

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

Introduction to Culinary Arts Management
Prerequisite: Must be in grades 10, 11 or 12
Certification: ServSafe Food Handler

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

PLTW Computer Science Essentials (H)
Prerequisites: Students must have passed Fundamentals of Computing or other computer science introductory course.
Assessment: PLTW EOC
Credit: Honors or Dual Credit weighting if score is "Accomplished" or "Distinguished".

Computer Science Essentials (CSE) will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science Applications and beyond. At the end of this honors-level course, students will take an end-of-course assessment. Students who score "Accomplished" or higher on this exam will receive dual credit course weighting. This course is an approved computer science course for graduation.

PLTW Cybersecurity (H)
Prerequisites: Students must have passed all previous PLTW Computer Science courses.
Assessment: PLTW EOC
Credit: Honors weighting Dual Credit weighting if score is "Accomplished" or "Distinguished".

This course provides students with a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic and computational thinking, especially "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. Cybersecurity is designed with strong connections to the National Cybersecurity Workforce Framework (also known as the NICE Framework or NCWF). Created by the National Institute of Standards and Technology (NIST), this framework identifies standards that have been developed by numerous academic, industry, and government organizations. The objectives also incorporate many of the big ideas and learning objectives outlined by the College Board and addressed in AP CSP and AP CSA. In addition, the course integrates Computer Science Teachers Association (CSTA) standards. Whether seeking a career in the field of cybersecurity or learning to defend their own personal data, students enrolled in this course establish an ethical code of conduct while learning to defend data in today's complex cyber world. At the end of this honors– level course, students will take an end of course assessment. Students who score "Accomplished" or higher on this exam will receive dual credit course weighting. This course is an approved computer science course for graduation.

PLTW Computer Science Applications (H)
Prerequisites: Students must have passed all previous PLTW Computer Science courses.
Assessment: PLTW EOC
Credit: Honors weighting Dual Credit weighting if score is "Accomplished" or "Distinguished".

CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing.

Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This honors-level course prepares students for the AP Computer Science-A course. Students collaborate to create original solutions to real-world problems. Students will choose an issue and will then create a game or an app to address their real-world issue. At the end of this honors– level course, students will take an end of course assessment. Students who score "Accomplished" or higher on this exam will receive dual credit course weighting.

Natural Hair Braiding
Prerequisite: Successful completion of Accounting I or Entrepreneurship. Grade Levels – 10th through 12th.
Certification: Must be 16 prior to 6-hour hair braider registration course and assessment to earn certification.

This course is an elective course for high school students designed to meet SCDE and SCLLR requirements. The natural hair braiding course is taught by Registered Barber or Master Hair Care Instructors. As an extension of the Natural Hair Braiding course, students will attend a one-day six hour course and sit for the hair braiders' theory examination to earn the SCLLR Hair Braiders Registration.

Travel and Tourism Management
Prerequisite: Introduction to Hospitality and Tourism Management and for grade levels 10th through 12th.

Discover the world one adventure at a time! Travel and Tourism Management incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations (FCCLA and/or DECA) and other leadership or extracurricular organizations.
operation of computers, programming, and web design. Students will also be introduced to computing careers and will examine societal and ethical issues of computing.

This course is designed to introduce students to the field of computer science. Students will learn computational thinking and problem-solving skills through an exploration of engaging and accessible topics including history and operation of computers, programming, and web design.

Computer Science Requirement

The following courses satisfy the computer science requirement for a South Carolina High School Diploma:

Fundamentals of Computing
Fundamentals of Web Page Design
Game Design and Development
PLTW Computer Science Essentials
PLTW Principles of Engineering
PLTW Cybersecurity
Foundations in Animation

High School English Pathway

9th Grade

English I Honors
English I
Grammar and Composition with English I
Secondary Literacy with English I
Essentials of English

10th Grade

English 2 Honors

English 2

English 2 Seminar with English 2

Secondary Literacy with English 2

11th Grade

AP Language
English III Honors
English III

12th Grade

AP Literature
English IV Honors
English IV

English

In order to receive a South Carolina high school diploma, students are required to earn at least four units in English. Conway High endorses the practice of students completing an English course each year of high school and offers students courses on the college preparatory, honors and advanced placement levels. Students are required to take the SC End-of-Course exam after completing English II. This state assessment will count as the final exam for English II.

English 1
Prerequisites: English 8 CP or English 8 Honors

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 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.

English I Honors
Prerequisites: English 8 Honors

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

English II
Prerequisites: English I CP or English I Honors

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. By the end of the course, students should be able to read and comprehend a variety of literary and informational texts proficiently. Students are required to take the SC End-of-Course exam after completing English II. This state assessment will count as the final exam for English II.

English II Honors
Prerequisites: English I Honors or 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 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. Students are required to take the SC End-of-Course exam after completing English II Honors. This state assessment will count as the final exam for the course.

English III
Prerequisites: English II CP or English II Honors

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 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.

English III Honors
Prerequisites: English II CP, English II Honors or Teacher Recommendation

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.

English IV
Prerequisites: English II CP or English II Honors ,Teacher Recommendation

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.

English IV Honors
Prerequisites: English III Honors or Teacher Recommendation

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.

AP Language and Composition
Recommendation: English II Honors or English III Honors

Students engage in rigorous study of non-fiction texts, including a thorough understanding of its themes and periods. This course enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively. Students write both informal and formal contexts to gain authority and learn to take risks in writing. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading.

Students enrolled in this courses must demonstrate a high level of motivation and achievement in the prerequisite coursework. Compositions focus on the analytical skills needed for the AP exam. Complementary reading (during the summer and school year) is required. The course meets the objective of a general English course at the college level. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

AP Literature and Composition
Recommendation: English III Honors or AP Language and Composition

AP Literature and Composition follows a curriculum prescribed and endorsed by the College Board and is designed to involve students in the study of literature and composition at the college level. Students read and write literary analysis on literary classics, fiction and poetry. Students must possess strong skills in analytical reading and written expression. Course content requires extensive reading outside of class and timed writings in class as preparation for the AP exam given in May. Students engage in rigorous study of American and British literature plus selections from world literature. Students enrolled in this courses must demonstrate a high level of motivation and achievement in the prerequisite coursework.

Compositions focus on the analytical skills needed for the AP exam. Complementary reading (during the summer and school year) is required. The course meets the objective of a general English course at the college level. The College Board determines the course description; therefore, the content of this course must adhere to those requirements.

English Electives

The following courses are offered as electives at Conway High School. Students who successfully complete these courses will not receive an English credit.
Please note: Courses may not be offered every year/semester.

Creative Writing

This course is for students who enjoy writing as a form of expression. In the class, students explore develop writings in different genres. Students will participate in writing workshops and writing conferences to help them develop their craft.

English II Seminar

This course is for sophomores who are who have not met state standards necessary for successful language arts performance. Emphasis is placed on essential standards within the context of reading and writing. This course is elective credit only and does not satisfy the English II requirement for grade 10.

Grammar and Composition

This course is for freshman students who are who have not met state standards necessary for successful language arts performance. Emphasis is placed on essential standards within the context of reading and writing. This course is elective credit only and does not satisfy the English 1 requirement for grade 9.

Secondary Literacy

The course is designed to strengthen literacy skills and strategies required by all content areas, and enrollment is based on standardized test scores. 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 analyze texts.

Yearbook Production
Perquisite: Image Editing, Digital Multimedia, Digital Publication Design and or teacher recommendations.

This course expands office computing by incorporating the use of a microcomputer-based system and software with graphic capabilities to produce publication materials in which typeset text and graphics have been integrated on the page using accepted journalism and presentation techniques. The major objective of the course is to produce the school yearbook. Students must agree to work outside of class and to sell ads. (This course can be repeated as space allows.)

High School Math Pathway

9th Grade

Algebra I Honors or Geometry Honors
Algebra I
Algebra I Seminar and Algebra I
Intermediate Algebra
Foundations in Algebra
Foundations Seminar with Foundations in Algebra

12th Grade

AP Calculus (AB)

AP Calculus (BC)

Calculus Honors

Probability and Statistics

10th Grade

Algebra II Honors

Geometry Honors

Geometry

11th Grade

AP Calculus (AB)

Precalculus Honors

Probability and Statistics Honors

Algebra II

Math

In order to receive a South Carolina High School Diploma, students are required to earn at least four units in mathematics. Students are encouraged to take at least one course in mathematics each year and more than the required four units. Students should pay special attention to course descriptions that recommend a minimum grade average in a prior course. Students not achieving this average are advised to take steps to improve their understanding of the prerequisite content before taking subsequent courses.

The South Carolina End-of-Course Examination Program (EOCEP) includes an end-of-course assessment for mathematics. At the completion of Algebra 1 Honors, Algebra 1 or Intermediate Algebra, students are required to take the state-developed Algebra 1 End-of-Course test. This test is the final exam for Algebra 1 Honors, Algebra 1 and Intermediate Algebra.

Foundations of Algebra

This course is the first in a two-course progression designed to prepare students for success in advanced mathematics courses by providing a foundation in algebra and probability by allowing students an opportunity to learn Algebra I over two semesters. This course builds on the conceptual knowledge and skills students mastered in their middle level mathematics courses in the areas of algebraic thinking, geometry, measurement, probability, data analysis, and proportional reasoning. This course is intended for students who, as ninth graders, are not yet ready for the rigor of an Algebra 1 class.

Emphasis is on active participation through appropriate project work, laboratory activities, group and individual assignments, discussion, practice, and exposition. Hand-held graphing calculators are recommended for instruction and assessment. The course will be taught through the use of best practices and research-proven instructional strategies which address the way each student learns best and offer multiple opportunities for students to master material. The students who complete this two-course progression of Foundations in Algebra and Intermediate Algebra are prepared for the state-mandated end-of-course assessment (Algebra 1 EOCEP) administered at the completion of Algebra 1 or Intermediate Algebra.
Freshman students enrolled in this course will take Foundations in Algebra Seminar during the fall semester. Foundations in Algebra Seminar is a math elective, which means students will not receive a math credit for completing the course.

Intermediate Algebra
Prerequisites: Foundations in Algebra; Algebra I with a D

Intermediate Algebra builds on the conceptual knowledge and skills students mastered in Foundations in Algebra and in earlier grades in areas such as algebraic thinking, statistics, data analysis, and proportional reasoning. Students who complete this two-course integrated sequence will be given the opportunity to master several standards from SCCCR Algebra 2 and SCCCR Probability and Statistics in addition to all standards from Algebra 1. Additionally, will take the Algebra 1 end-of-course exam in May, which will account for 20% of their course grade.

Algebra I

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. At the end of the Algebra I course, students must take the Algebra I End-of-Course exam, which will count as 20% of the students final exam grade.

Algebra I Seminar

Freshman students enrolled in this course may be enrolled in Algebra I Seminar during the fall semester. Algebra I Seminar is a math elective, which means students will not receive a math credit for completing the course. Students who earn a D in Algebra 1 may take Intermediate Algebra prior to taking Geometry.

Algebra I Honors
Prerequisites: Math 8 Honors or Teacher Recommendation

This course is designed for students who have demonstrated exceptional mathematical abilities. It includes applications of algebraic concepts and problem-solving processes that require abstract reasoning abilities and/or a creative analysis of information. Topics include the real number system, equations and inequalities, operations with polynomials, radicals, quadratics, exponentials and graphing. Problems that involve both linear and non-linear functions are included. In addition to traditional computational methods, students use graphing calculators and/or computer software as tools for problem solving. At the end of the Algebra I Honors course, students must take the Algebra I End-of-Course exam, which will count as 20% of the students final exam grade.

Geometry
Prerequisite: Algebra I; Intermediate Algebra

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
Prerequisite: Algebra I Honors

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 II
Prerequisite: Geometry

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 II Honors
Prerequisite: Geometry Honors

This course is designed for students who have demonstrated exceptional mathematical capabilities during the study of Algebra I. 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.

Algebra III
Prerequisite: 60 or higher in Algebra II

Algebra 3 is a class specifically designed to serve as a bridge between Algebra 2 and Pre-Calculus and reinforces a great many topics found in both courses. The first half of the course emphasizes key parent functions and applications from Algebra 2, while the second half introduces trigonometric functions, the cornerstone of Pre-Calculus. Topics include a review of graphing and solving with parent functions outlined in Algebra 2, as well as trigonometric ratios, graphs, and identities. Students will explore real-life situations modeled by these algebraic and trigonometric functions.

Probability and Statistics
Prerequisite: Geometry; Algebra II

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.

Probability and Statistics Honors
Prerequisite: Algebra II Honors

Probability and Statistics Honors covers the standards for Probability and Statistics with greater depth and complexity. In this course, students will learn how to gather, organize, and analyze data. They will learn the fundamental principles of probability and statistics and apply these principles to data analysis. The course topics include foundations of data analysis, univariate data displays, interpret graphic displays, bivariate data and scatter plots, basic probability concepts and applications, probability distributions, statistical inference, hypothesis testing, and project design.

Precalculus Honors
Prerequisite: Algebra II Honors

This course will include an in-depth study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Honors Precalculus also includes the study of sequences, series, conic sections, parametric equations, and polar curves. This course prepares students for Calculus Honors and AP Calculus.

Calculus Honors
Prerequisite: Precalculus Honors

The course is a continuation of concepts and skills from earlier courses with an in-depth study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Calculus Honors also includes the study of computing limits, derivatives, and integrals. Students will solve problems applying these concepts. This one-semester course is for students choosing not to continue in AP Calculus.

AP Calculus AB
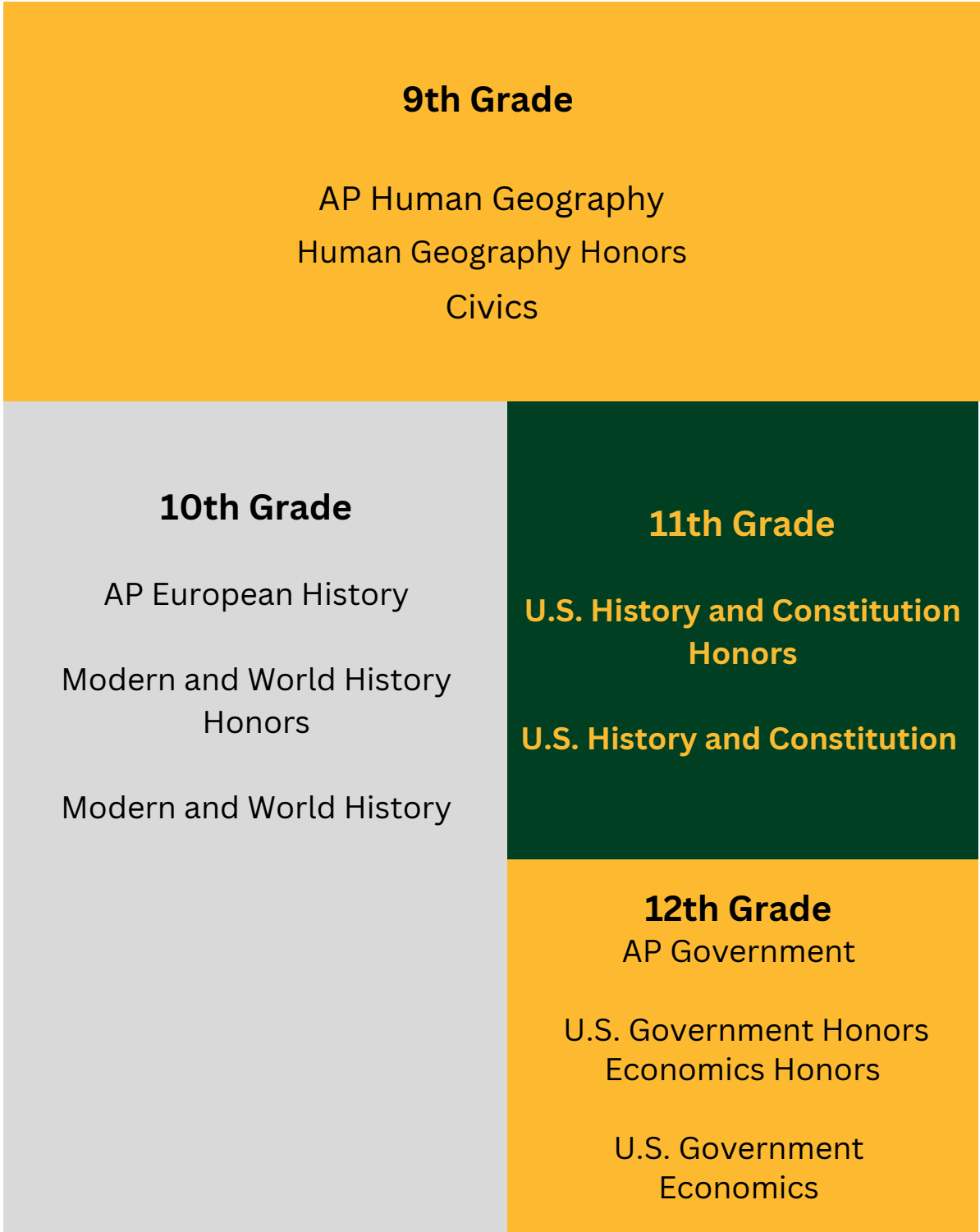## Recommendation: Calculus Honors

Advanced Placement Calculus (AB) focuses on topics in analytic geometry, functions, and differential and integral calculus. This is a two-semester course with the student receiving honors credit for Calculus Honors first semester and AP Calculus credit for second semester. The competencies of this course are prescribed by the College Board. Students are expected to take the AP exam.

AP Calculus BC
Recommendation: AP Calculus AB

This course covers areas of regions bounded by polar graphs, the calculus of parametric equations, integration using partial fractions and trigonometric substitution and associated applications. Other topics of interest include series and sequences, tests of convergence, absolute and conditional convergence, power series, and the Taylor and Maclaurin series. The competencies of this course are prescribed by the College Board. Students are expected to take the AP BC exam.

High School
Social Studies Pathway

9th Grade

AP Human Geography

Human Geography Honors

Civics

10th Grade

AP European History

Modern and World History Honors

Modern and World History

11th Grade

U.S. History and Constitution Honors

U.S. History and Constitution

12th Grade
AP Government

U.S. Government Honors
Economics Honors

U.S. Government
Economics

Social Studies

To receive a South Carolina High School Diploma students must earn three units in Social Studies. U.S. History (1 unit), American Government (1/2 unit), and Economics (1/2 unit) are required courses. The third unit must be a course designated as a social studies elective.

All social studies courses are aligned with the South Carolina Social Studies Academic Standards. The academic standards are grade-specific and call for the integration of content standards (what students are expected to know in each area) and process standards (what skills students are expected to develop).

Civics

Civics is a course that is designed to give students an exploration into various subjects and topics that appear in the Social Studies curriculum. The course will present a narrative of world history from the roots of democracy through the Present. The course traces the development of civilizations throughout the world. Themes include political change, economic development, the growth of science and technology, the effect of contact between culture, and creativity in the arts. The course will also examine the major principles of the American political system. Special emphasis will be placed on helping the student understand his/her role within the American political system.

Human Geography Honors

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

Modern and World History

World History from 1300: The Making of the Modern World is designed to assist students in understanding how people and countries of the world have become increasingly interconnected. In the last six hundred years, population growth, demand for resources, curiosity, and technology have converged to draw the distant corners of the world closer together. Critical thinking is focal to this course, which emphasizes on why and how people, ideas, and technology have made an impact on diverse groups of people. Covers from the mid 15th century up to the present day.

AP European History
Recommendation: Human Geography Honors; AP Human Geography

The objective of the course is to increase the students' understanding and appreciation of European history since 1450, while also preparing them to succeed on the AP European History exam. Students will be introduced to the cultural, economic, political, and social developments that have played a fundamental role in shaping today's world. The goals of AP European History are to develop (a) an understanding of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students take the AP European History exam in May to determine if college credit will be rewarded for the course. This is a year-long course.

AP U. S. Government

Recommendation: Must be a junior with successful completion of honors or AP social studies course.

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

US History and Constitution Honors

Prerequisite: Must be a junior/3rd year of high school; World History Honors
This honors weighted course is a rigorous study of major historical developments in the United States. Students examine major historical developments from the age of discovery to the present. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in United States history.

US History and Constitution

Prerequisite: Must be a junior/3rd year of high school
U.S. History and Constitution credit This survey course covers the social, economic and political developments in the United States from the earliest settlement of North America to the present. This span includes the Native Americans, establishment of colonies, creation of a new nation, the U.S. Constitution, territorial expansion to the West, Civil War and Reconstruction, industrialization and immigration of the late nineteenth century, and our nation's role in world affairs in the twentieth and twenty-first centuries. Students will analyze historical documents, understand varying viewpoints, and evaluate the historical interpretation of others.

Government and Economics

Prerequisite: U. S. History

American Government covers institutions, people, processes, policies and powers at the national, state and local levels of government, and is linked with Economics. 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. Economics is the study of the American free enterprise economic system and 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. This course is to be completed during the senior year.

Government and Economics Honors

Prerequisite: US History Honors; AP US History

American Government 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 is a study of the American free enterprise economic system and is linked with American Government Seminar. 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.

High School Science Pathway

9th Grade

Biology Honors

Environmental Science Honors

Environmental Science

12th Grade

Anatomy and Physiology Honors

AP Environmental Science

Physics Honors

Forensic Science

Marine Science

10th Grade

AP Environmental Science
Chemistry Honors
Biology Honors
Biology

11th Grade

AP Environmental Science
Physics Honors
Chemistry
Chemistry Honors
Forensic Science
Marine Science

Science

To receive a South Carolina High School Diploma a student must earn three units/credits in Science.

All science courses are aligned with the South Carolina Science Academic Standards. Standards are grade-specific and content specific.

Please note that most colleges and universities require students to have at least three laboratory sciences: Biology, Chemistry, Physics etc.

School year 2024-2025 Freshman class will take Environmental Science as a prerequisite to Biology. Upperclassmen will take Environmental Science with lab work embedded.

Anatomy and Physiology Honors (Lab Science)
Prerequisite: Biology
Credit: 1 credit

Anatomy and Physiology Honors includes foundational concepts related to the structure and function of the human body. The course provides laboratory activities that include the use of the scientific method, observation of tissue specimens via microscope, and dissection labs. Course content includes the study of biological molecules; biochemical processes common to living organisms; cellular structures and functions; tissue structure and function; and a comprehensive study of the structure and function of the integumentary, skeletal, muscular, neurological, endocrine, cardiovascular, immune, lymphatic, respiratory, digestive, urinary, and reproductive systems.

Biology 1

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. This is a lab science.

Biology Honors
Prerequisites: Physical Science Honors or teacher recommendation.

Biology Honors is an introductory laboratory-based science course designed to familiarize the college-bound student with the major concepts of biological science: the cell; molecular bases of heredity; biological evolution; interdependence of organisms; matter; energy; organization in living systems; behavior and regulation. This course provides numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through inquiry-based learning experiences.
Investigative, hands-on lab activities that address the high school inquiry standards are an integral part of this course. Throughout the course, students will be assessed using various formative and summative evaluation tools. All Biology students will take the Biology End of Course Examination Program test. This course qualify as a lab science credit for colleges.

Chemistry
Prerequisite: Biology

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. Emphasis is placed on problem solving. All of the Chemistry South Carolina Academic Standards and Performance Indicators for Science are addressed. This course qualify as a lab science credit for colleges.

AP Environmental Science
Recommendation: Biology Honors

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Description of course from College Board.

Chemistry Honors
Prerequisite: Biology Honors

This course is an in-depth study of the chemical principles described in Chemistry 1 with emphasis placed on chemical calculations. All of the Chemistry South Carolina Academic Standards and Performance Indicators for Science are addressed. This course qualify as a lab science credit for colleges.

Environmental Science

This course is designed to assist students in developing awareness, knowledge and skills needed to make informed decisions concerning wildlife and the environment. Topics include wildlife and ecological systems, conservation, plant and animal diversity, and wildlife issues and trends. Laboratory activities, including field studies, are an aspect of this course. This course qualify as a lab science credit for colleges.

Forensic Science
Prerequisite: Biology

Forensic Science is a multidisciplinary course that includes concepts of chemistry, anatomy, genetics, physics, medicine, mathematics, psychology, communications and law, in order to help solve crimes. This class will involve labs, case studies and projects. Students enrolled in this course will learn to utilize complex problem-solving skills using numerical data, evidence, uncertainty and logical reasoning. This course will cover the topics of search and seizure, processing crime scenes, fingerprints, hair and fiber analysis, impressions, serology and DNA, blood spatter, toxicology, firearms and explosives, osteology and autopsy, and photography.

Marine Science
Prerequisites: Biology

This course offers a comprehensive study of the world ocean including the science of biology, geology, chemistry, and physics. The major topics of study include: history of ocean exploration, origins of the ocean and plate tectonics, seafloor topography, sediments and water structure, hurricanes and currents, waves and tides, coasts, plankton/algae/plants, marine animals, marine communities, marine resources, and environmental concerns. Students will explore the ocean concepts through numerous laboratory and internet-based activities. There will be a major emphasis on local beach and salt marsh ecosystems, including animal identification. This course qualify as a lab science credit for colleges.

Physics Honors
Prerequisites: Biology Honors

This course is for the highly self-motivated science student and develops a strong knowledge and skill base to support future science courses such as Chemistry and Physics Honors. This course introduces the student to mathematics as the language of science, foundational concepts of science, research, and laboratory skills and techniques. This course qualify as a lab science credit for colleges.

Electives

The following courses are offered at Conway High School and may be taken as elective courses to fulfill the requirements for a South Carolina High School diploma. In most cases, there are no prerequisites for these courses. In some cases, advanced courses may be offered as part of a STEM or CTE program. Please see your guidance counselor if you have completed one of the following courses and are interested in additional course work.

- **Advanced Personal Finance**
- **Agricultural Science and Technology**
- **Art I-IV**
- **AVID (multiple levels)**
- **Basic Photography**
- **Chorus I-V**
- **Creative Writing**
- **Digital Multimedia**
- **Digital Publication Design**
- **Entrepreneurship**
- **Fundamentals of Computing**
- **Fundamentals of Web Design**
- **Game Design and Development**
- **Health Science I/II**
- **Image Editing**
- **Introduction to Culinary Arts Management**
- **Introduction to Hospitality and Tourism**
- **Instrumental Band I-IV**

- **Instrumental Music: Orchestra Strings**
- **NJROTC I-VIII**
- **Physical Education**
- **PLTW (multiple titles)**
- **Spanish I-III**
- **Theatre I-IV**
- **Teacher Cadet**
- **Yearbook Production**

Physical Education

Physical Education I

This course satisfies the graduation requirement for physical education and emphasizes personal fitness and lifetime activities. Students evaluate their present fitness level through assessment procedures learned in class and use this data to develop a personal fitness program. Through their personal fitness program and class fitness activities, students work toward meeting current health-fitness standards.

Physical Education II
Prerequisite: PE I; JROTC I

This course is designed for motivated students who want to improve their personal fitness. Student athletes should sign up for Physical Education 3 and 4 when available. Physical training (weight training and conditioning) is the focus of the class with emphasis on the proper development of weight- training techniques and improving the students' physical fitness (cardiovascular fitness, muscular endurance, muscular strength, flexibility and body composition). Assessment is based on participation, student improvement, and knowledge of technique and safety. This course can be taken multiple times for credit.

Physical Education III
Prerequisite: PE II

This course is designed to provide highly motivated student- athletes with more intensive sports specific training. The class resembles Physical Fitness and Weight Training 1 but offers instruction at a more advanced level. Assessment is based on participation, student-athlete improvement, and knowledge of technique and safety. This course can be taken multiple times for credit.

Physical Education IV

Prerequisite: This class is for athletes only. Students must have a recommendation from their coach to participate in this course.

This course is for student athletes who want to improve their athletic performance. Students may take this course multiple times; however, they will only receive credit for this course once.

JROTC

All courses in NJROTC require wearing of the uniform once per week and participation in military drill and physical fitness. NJROTC emphasizes positive core values, discipline, citizenship, and teamwork. There is no uniform charge but uniforms must be maintained by the cadet and returned when leaving the program. Service in the U.S. military after participation in any of these courses is not required. Navy JROTC also offers many extracurricular activities such as drill team, rifle team, academic team, and orienteering team. These teams participate in competition throughout the year. Cadets are not required to participate on these teams. Additionally, NJROTC cadets take orientation field trips and may participate in many unit activities including parades, community service projects, and sports events involving JROTC units from Horry County.

JROTC I

The purpose of JROTC 1 is to help students to understand the mission, goals, and opportunities available as members of the NJROTC program and to introduce students to basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. Students enrolled in this course will develop an understanding of our nation, our values, traditions, heritage, and respect for our laws. The course will assist students in becoming informed responsible citizens and introduce students to the ships and aircraft of the US Navy. This course counts as a PE credit needed to obtain a South Carolina High School Diploma. Students who successfully complete the course can take JROTC Leadership I during the spring semester for an elective credit.

JROTC II
Prerequisite: JROTC I

If you are interested in Navy Junior ROTC, this course is for you. This course gives a one year credit toward advanced placement in the U.S. military should the student decide to make the military a career. Units include: Introduction to the NJROTC, Leadership, Citizenship, Foundations of our Government, Navy Ships, and Naval Aviation. Military careers, especially in the U.S. Navy are explored. Uniforms are issued free of charge and are required to be worn once per week in order to earn a passing grade. Military training includes military drill, uniform inspection, and mandatory physical training. This course meets the comprehensive health requirement for SC graduation and can take the place of the Physical Education 1 requirement.

JROTC III
Prerequisite: JROTC 2

Third in the series, this course trains and develops the top leadership in the NJROTC unit. Upon successful completion of this course and graduation from high school, military recruiters may process cadets for placement in the military at a pay-grade level E –3, an 18-month in-service advantage over non-JROTC recruits. Academic units include: Naval Leadership, Military Justice, Astronomy, International Law and the Sea, Sea Power and National Security, Naval History, and Naval Operation. NS-3 cadets are considered for placement in summer leadership camps and selection to Commanding Officer of the unit for their senior year. NS-3s are also considered for University ROTC scholarships and selection to the United States Naval Academy.

JROTC IV
Prerequisite: JROTC 3

A "capstone" course, NS-4 cadets, depending on numbers, may be placed in an "NS-4" class or be integrated into other NS classes and placed in leadership positions. NS-4s are expected to use their knowledge and experience gain in NJROTC to lead and "run" the unit. Academic requirements will come from the "Selected Readings in Naval Leadership for NJROTC Students" text and assigned projects. This course involves a large amount of "hands on" leadership involving the less experienced cadets. NS-4 cadets will learn to "lead by example."

These courses concentrate on the leadership and staff functions of the NJROTC unit. Leadership and management skills are examined using real life scenarios and case studies. Cadets learn to explore human needs and how to manage and lead using positive motivational strategies. Cadets are taught the many staff functions of the unit and experience "hands-on" leadership and management. These courses are only offered during spring semester.

JROTC 5
JROTC 6
JROTC 7
JROTC 8

World Languages

Spanish I

This course is the first in a series in which students develop communication skills, cultural knowledge, connections to their subject areas, comparisons to their own language and culture, and participation in multilingual communities. Students will study vocabulary, the basic grammatical mechanics of the language, pronunciation, and culture. Emphasis is placed on developing interpretive, interpersonal, and presentational skills within an authentic cultural context.

Spanish II
Prerequisite: Spanish II

This course is a continued study of the language principles developed in Spanish I. Students will expand their basis knowledge of the language. Students will learn additional vocabulary and will be exposed to more complex grammar concepts and culture. Interpretive, interpersonal, and presentational skills will continue to be developed and applied.

Spanish III Honors
Prerequisite: Spanish II

This third level of language study again advances what has been acquired in Spanish I and II. All concepts and vocabulary learned in the first two levels are utilized and expanded. The course includes an intensified study of vocabulary, grammar, and culture to further develop interpretive, interpersonal, and presentational skills in the language. Students will be expected to show higher levels of comprehension in all standards.

Spanish III Honors
Prerequisite: Spanish III Honors

This course is the last of a series of Spanish courses designed to enhance and refine communication skills. Our focus will be the use of the target language in an authentic context. We will accomplish this by discussing current events, societal issues and literary themes from **Ibero-America** (Spain and Latin America). This course is speaking and reading intensive.

AVID

Advancement Via Individual Determination

AVID is an academic support system for students who have the ability and desire to attend and graduate from a four-year college or university. AVID is an internationally recognized program that is based on eleven essential elements.

Conway High School AVID has deservedly earned "highly certified" status from the national AVID Center. Conway High strives to provide AVID elective students with a high level of college-readiness skills and is working to infuse a strong college readiness culture for all students, as well as faculty and staff, on the campus. More than 90% of our students from three AVID graduating classes have now gone on to thrive in 4-year colleges and universities across the state, while some have stayed closer to home to attend our local technical college or serve bravely in the military. We know that all of these students were impacted by their AVID experience, and AVID at Conway High School continues to grow deeper roots each year because of the students who join our family.

Program	Grade 9	Grade 10	Grade 11	Grade 12
AVID	AVID 101 Biology H	AVID 201 AVID 202	AVID 301 AVID 302	AVID 401

AVID 101

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

AVID 201 and AVID 202

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

AVID 301 and AVID 302

The AVID Elective for the Junior year prepares students for entrance into four-year colleges by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note taking, and research. AVID Elective students are expected to participate in, and eventually act as moderators for, Socratic Seminars. In addition, students are required to make oral presentations to the class on topics related to career searches, contemporary issues, and social concerns, all the while focusing on a culminating project.

AVID 401

The AVID Elective for the Senior year is a culmination of all skills and strategies learned during 9th-11th grades. The Senior course is only one semester in length, unlike the 9th-11th grade courses which are yearlong. While continuing to focus on SAT and ACT preparation, the seniors are expected to devote the majority of their time in the course writing college entrance essays, applying to colleges, applying for scholarships, and completing financial aid forms.

Fine Arts

Art I:

This course is an introductory level class designed to teach students the basic skills needed for understanding and creating art. Successful completion of the class will provide the foundation for continued study in the visual arts. The curriculum is designed around the Elements of Art, Principles of Art, art history and technique development. Reading and writing are a part of this course.

Art II:
Prerequisite: Art I

This course is offered to students who would like to further their study of visual art specifically with 2D drawing media. Students will continue to study art history and aesthetics. Exploring and creating using multiple types of drawing media will be the focus of the class.

Art III:
Prerequisite: Art II

This class explores the various materials used to create sculptures including clay, wood, paper mache, and wire. Students learn how to manipulate these materials and use sculpting tools safely. They will analyze other works of sculpture through discussion and critique, examining geometric, abstract and organic forms. Students will be required to work daily in a sketchbook to create various plans for each project. Students will have the opportunity to submit artwork into various art shows and to create a digital portfolio of their work.

Art IV:
Prerequisite: Art III

This course is offered to students who would like to further their study of visual art specifically with 2D painting media. Students will continue to study art history and aesthetics.

AP Studio Art: 2D
Recommendation: Art III

This course is for highly motivated students who are ready for a college-level art experience. The AP Program is sponsored by the College Board, and AP policies are determined by representatives of College Board member institutions throughout the country. The program allows colleges to evaluate and award student work by granting college level credit and/or placement. Students will demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric-design, weaving, fashion design, fashion illustration, painting and printmaking. Students will submit a portfolio as their AP examination in May.

AP Studio Art: 3D Design
Recommendation: Art III

This course is for highly motivated students who are ready for a college-level art experience. The AP Program is sponsored by the College Board, and AP policies are determined by representatives of College Board member institutions throughout the country. The program allows colleges to evaluate and award student work by granting college-level credit and/or placement. Students will demonstrate mastery through any three-dimensional approach, such as figurative or non-figurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts. Students will submit a portfolio as their AP examination in May.

AP Studio Art: Drawing
Recommendation: Art III

This course is for highly motivated students who are ready for a college-level art experience. The AP Program is sponsored by the College Board, and AP policies are determined by representatives of College board member institutions throughout the country. The program allows colleges to evaluate and award student work by granting college-level credit and/or placement. Students will explore drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking, or mixed media. Students will submit a portfolio as their AP examination in May.

Basic Photography
Prerequisite: Art I

Through lectures and hands-on experience, students will learn a basic understanding of the digital camera and its functions. An emphasis will be placed on manipulation of camera controls, exposure, shutter speed, lighting, and on-and-off camera flash. Students will also learn the basics of digital editing as well as some advanced techniques using Adobe Camera Raw and Adobe Photoshop. Students will gain a greater understanding of the Elements and Principles of Art as they pertain to Digital Photography. Previous experience with photography and the computer is beneficial but not required.

**Advanced Photography
Prerequisite: Basic Photography**

Students explore traditional and digital alternative photographic processes. Students manually and digitally manipulate photos, negatives, and files. Students continue to refine their traditional black and white photographic techniques using an SLR camera and black and white film. Students continue studying key modern photographers and their styles as pertaining to the lessons. A production journal, portfolio, and an artistic statement are required for successful completion of this class.

Instrumental Music: Band I

Band I is for somewhat advanced students who have demonstrated technical skills. Master musicianship, technique, and performance-related music theory skills will be emphasized. Students will perform music commensurate with grade level IV-VI (on a music grading scale of I-VI). Students will also be eligible to participate in those activities within the band program that are considered co-curricular. Some activities will occur outside of the regular class period.

Instrumental Music: Band II

Band II is for advanced students who have demonstrated advanced technical skills. Master musicianship, technique, and performance related music theory skills will be emphasized. Students will perform music commensurate with grade level IV-VI (on a music grading scale of I-VI). Students will also be eligible to participate in those activities within the band program that are considered co-curricular. Some activities will occur outside of the regular class period.

Instrumental Music: Band III

In this band class, students will study and perform a variety of percussion literature and techniques. Techniques of study will include; Orchestral Percussion, Marching Percussion, Timpani, and Drum-Set. Extra rehearsals may also be scheduled as needed. Students will participate in the Solo and Ensemble Festival as well as audition for the Region and All-State Bands as part of the class grade. Select students will also be assigned to perform with the Concert Band, Wind Ensemble, Marching Band and various Chamber Ensembles as needed.

Instrumental Music: Orchestra Strings I-IV

The content of these courses focuses on developing skills in the areas of rhythm, ear training, performance, form and analysis, and music reading. Knowledge is gained in an historic and stylistic understanding of the music being studied. Knowledge is gained regarding symbols, terminology, and other indications on the printed score. Experience in ensemble playing is a feature of this course. Public performances are required.

Instrumental Music: Rehearsal Strings 1-4

Advanced level courses for students in orchestra. Previous experience in ensemble playing is a feature of this course. Public performances are required.

Chorus I:

This course provides instruction for the beginning choral student in fundamental choral techniques in a performance group. The course covers basic music theory, vocal techniques, sight-singing, choreography, and choral performance. You are required to participate in ALL scheduled after-school rehearsals and performances to earn credit.

Chorus II:

This course provides instruction for the choral students in fundamental choral techniques in a performance group. The course covers basic music theory, vocal techniques, sight-singing, choreography, and choral performance. Students are required to participate in ALL scheduled after-school rehearsals and performances to earn credit.

Chorus III:

 This course provides instruction for the choral students in fundamental choral techniques in a performance group. The course covers basic music theory, vocal techniques, sight-singing, choreography, and choral performance. Students are required to participate in ALL scheduled after-school rehearsals and performances to earn credit.

Chorus IV:

This course provides instruction for the choral students in fundamental choral techniques in a performance group. The course covers basic music theory, vocal techniques, sight-singing, choreography, and choral performance. Students are required to participate in ALL scheduled after-school rehearsals and performances to earn credit.

Theatre I

Designed to introduce students to the basic elements of theatre, this course will cover the effective use of voice and diction, history of theatre, and basic acting skills. This course will strengthen your self esteem, creativity, and imagination. These skills will be addressed through the use of improvisation, pantomime, and individual and group performances.

Theatre II

Theatre 2 is a continuation of the fundamental principles presented in Theatre 1. The course will cover play writing, basic directing skills, script and character analysis, and intermediate acting skills. These skills will be addressed through the use of improvisation, writing assignments, projects, and individual and group performances. The end project of the course will be presentation of student written work and/or a scripted play.

Theatre III

Through this course you will acquire skills in play writing; in directing through choosing, analyzing, and rehearsing a script; blocking techniques; auditioning actors; working with technical crews; and in understanding and applying acting theories and styles. The end project will be the presentation of a one-act play.

Theatre IV

Through this course you will acquire skills in play writing; in directing through choosing, analyzing, and rehearsing a script; blocking techniques; auditioning actors; working with technical crews; and in understanding and applying acting theories and styles. The end project will be the presentation of a one-act play.

Other Electives

Teacher Cadet:

Teacher Cadet focuses on the dynamics of human learning and the psychological principles that serve as the foundation for educational practice. The general goal is to introduce students to the field of educational psychology and apply the concepts, theoretical principles, and research findings from the discipline of psychology to the planning and implementation of effective instructional strategies in the classroom. The Teacher Cadet Program seeks to provide high school students insights into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. Major emphasis is placed on assisting students in gaining a functional knowledge of the ideas explored. Students who participate in this course must apply to Coastal Carolina University. This class is only for juniors and seniors.

PACE

Program for Accelerated College Enrollment

Conway High School Juniors and Senior students are able to apply for the PACE program. PACE courses are delivered by Horry Georgetown Technical College. Successfully completing a course allows students to continue with coursework at HGTC or to transfer to other higher education institutions. Students must complete the application process online. In addition to completing the process online a Horry County Schools Commitment Form, CHS Commitment Form must be completed and on file in Guidance.

PACE Resource Links

PACE/Dual Enrollment Admissions Page

HCS Approved PACE Courses

24-25 HCS PACE Commitment Form

CHS PACE Commitment Form