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Introduction

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

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

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

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AMHS ACADEMIC SEQUENCE OF COURSES

<p style="text-align: center;">9th Grade</p> <p>English I H</p> <p>Human Geography OR AP Human Geography</p> <p>Biology I H OR Biology II H</p> <p>Algebra I H OR Geometry H OR Algebra II H OR Precalculus H</p> <p>French I OR French II OR Spanish I OR Spanish II</p> <p>Physical Education</p> <p>PLTW Principles of Engineering OR PLTW Computer Science Essentials H OR AP Computer Science Principles OR Approved Elective Course</p> <p>Freshman Study Hall</p>	<p style="text-align: center;">10th Grade</p> <p>English II H</p> <p>AP World History H OR AP European History OR AP Modern World History</p> <p>Chemistry H</p> <p>Geometry H OR Algebra II H OR Precalculus H OR AP Precalculus</p> <p>French II OR French III OR Spanish II OR Spanish III</p> <p>Guitar I OR Art I OR AP Music Theory OR AP Art Studio:Draw</p> <p>CATE Sequenced Course Electives OR Approved Elective Course</p> <p>Sophomore Study Hall</p>
<p style="text-align: center;">11th Grade</p> <p>English III H OR AP English Language</p> <p>US History H OR AP US History</p> <p>Physics H OR AP Physics I</p> <p>Algebra II H OR OR Precalculus H AP Precalculus OR Calculus H OR AP Calculus AB</p> <p>French III H OR French IV H OR Spanish III H OR Spanish IV H</p> <p>CATE Sequenced Course Electives OR Approved Elective Course</p> <p>AP Seminar</p> <p>Junior Study Hall</p>	<p style="text-align: center;">12th Grade</p> <p>English IV H OR AP English Literature</p> <p>Government H/Economics H OR AP American Government/AP Macroeconomics</p> <p>AP Biology OR AP Chemistry, OR AP Environmental Studies OR AP Physics I OR AP Physics E & M OR Marine Science M OR Anatomy H</p> <p>Precalculus H OR Calculus H or Probability & Statistics H OR AP Calculus AB OR AP Calculus BC OR AP Probability & Statistics</p> <p>CATE Sequenced Course Electives OR Approved Elective Course</p> <p>AP Research</p> <p>Senior Study Hall</p>
<p><i>H - Honors Weighted Course</i> <i>AP - Advanced Placement Weighted Course</i></p> <p><i>Students take Health as an online VSC course during the summer, usually between freshman and sophomore years.</i></p>	

Academic Magnet High School: Mission

The mission of the Academic Magnet High School is to challenge each student, parent and teacher with the high expectations of a rigorous curriculum, and to provide a learning environment that prepares students for college and future careers. Our students are encouraged to be contributing members of the community, to acquire a sense of global responsibility, and to cultivate and uphold respect for cultural diversity.

Profile of the South Carolina Graduate



STUDENTS ARE
THE HEART

OF OUR WORK!

College and Career Readiness Indicators

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

<p>A student is considered “College Ready” if:</p> <ul style="list-style-type: none"> • Scores a composite score of 20 or higher on the ACT <li style="text-align: center;">OR • Scores a composite score of 1020 or higher on the SAT <li style="text-align: center;">OR • Scores a 3 or higher on an Advanced Placement exam in English, Mathematics, Science, Social Studies, or in AP Capstone <li style="text-align: center;">OR • Scores a 4 or higher on an IB assessment in English, Mathematics, Science, or Social Studies <li style="text-align: center;">OR • Completes at least six (6) credit hours in Dual Enrollment courses in English or STEM coursework 	<p>A student is considered “Career Ready” if:</p> <ul style="list-style-type: none"> • Earns a scale score of 31 on the ASVAB <li style="text-align: center;">OR • Earns a Silver, Gold, or Platinum WIN Certificate on the Ready to Work exam <li style="text-align: center;">OR • IS a CATE Completer and, where applicable, has earned a national industry credential that is approved by the SC Department of Commerce <li style="text-align: center;">OR • Completes a registered apprenticeship through Apprenticeship South Carolina <li style="text-align: center;">OR • Completes a documented work-based learning experience
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Education and Economic Development Act

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

Secondary schools have organized curriculum and developed a career cluster system that provides students with strong academics and real life experiences. The Secondary Curriculum Framework for Charleston County School District is designed around 16 national clusters. CCSD organized these 16 clusters into four “schools of study.” The district’s curriculum currently provides the opportunity for

students to complete a major in more than 40 career areas. The curriculum framework used by Charleston County School District includes a rigorous curriculum design and a requirement that each student develop a challenging Individual Graduation Plan (IGP).

Curriculum Framework

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

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

A ***cluster of study*** is a way to organize instruction and student experiences around occupations from entry level through professional levels. They are designed to provide a seamless transition from high school study to post-secondary study and/or the workforce.

A ***major*** consists of the completion of at least four required units of challenging courses within the student's area of interest. A major is designed to enable students to focus on an area of interest that motivates them to stay in school, to be better prepared for post-secondary choices and/or the workplace, and to make a smooth transition to post-secondary education and/or the workplace.

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

Government and Public Administration			
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Individual Graduation Plan (IGP)

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



Career Exploration

Career exploration experiences aligned with students' Individual Graduation Plan are an important part of the high school experience.

Ideally, students will have at least one work-based learning experience each year as they matriculate.

Students ready to experience one of the work-based learning opportunities listed below should first speak with a teacher, school counselor, or career specialist. Additional information on career exploration through work-based learning opportunities is available on the CCSD Career and Technology Education webpage at: <http://CharlestonEmpowered.com/student-wbl/>.

Work-Based Learning Experiences

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

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

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

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

Summer Career Camps: During the summer, Career Camps offer the naturally curious student an

immersion into a specific occupation. The list of Summer Career Exploration Opportunities is updated annually. Please go to <http://CharlestonEmpowered.com/summer-opportunities/> to learn more.

Course Offerings

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

College Preparatory Program

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

Honors Courses

Honors courses must be developed and implemented to:

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

Determining Honors Weight

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

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

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

One half of a quality point (0.5) is added to the College Preparatory (CP) weighting for honors courses that meet the three criteria listed above. These criteria apply to all honors courses, including those offered online and in other nontraditional settings.

Transferring Courses with Honors Weight

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

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

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

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

The following criteria applies to the College Board's Advanced Placement (AP) courses and to high school International Baccalaureate (IB) courses—including those offered online and in other nontraditional settings and those recorded on a transcript from an out-of-state school that is accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency recognized by the U.S. Department (as specified in SBE Regulation 43•273, Transfers and Withdrawals).

Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.

An AP course can carry only one credit with the additional quality point above CP.

A standard-level (SL) IB course can carry only one quality point weighting per course. A higher-level (HL) IB course requires a minimum of 240 hours of instruction (or two courses) and may also receive one quality point weighting per course (i.e., two weighted credits).

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

Dual Enrollment Courses (DE)

Dual credit courses—whether they are taken at the school where the student is enrolled or at a postsecondary institution—are those courses for which the student has been granted permission by his or her home school to earn both high school units of credit and college credit. One quality point may be

added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements. Students/parents/guardians are responsible for all tuition, books and related fees associated with taking Dual Enrollment courses. Contact your school counselor for information about financial assistance for students who qualify for free or reduced lunch programs.

Earning Dual Credit

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

Dual Enrollment Articulation Agreements

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

Transferring Dual Credit Courses

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

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

CCSD's Online Learning Program (CCSDOL) & South Carolina Virtual School (VSC)

In support of CCSD's Strategic Plan which called for the establishment of enhanced virtual program

options for CCSD students, “CCSD Online Learning” was developed in the fall of 2018 to provide digital and virtual course offerings to middle and high school students throughout the district. The CCSD Online Learning program offers students opportunities to participate in a variety of rigorous courses through a virtual environment. CCSD Online course offerings can be used to meet elective and state graduation requirements. All courses offered through CCSD Online Learning (CCSDOL) will be included in the student’s transcript and will be calculated into their GPA. CCSD Online includes the following digital learning opportunities:

- Edgenuity
- VirtualSC (VSC)
- CCSD Virtual (VSC Franchise)
- Distance Learning
- District Approved Out-of-State Virtual Class

CCSDOL and VSC:

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

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

All online learning courses not taken through an approved online program at the home high school must be taken through the VSC or CCSDOL program.

Summer School and Extended Year via Virtual Options

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

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

- The student previously failed the course, OR
- The student has received an FA (failure due to absences), OR
- The student has an approved accelerated education plan, OR

- The student's schedule cannot accommodate a needed course, OR
- The student has an approved education plan into which the required subject cannot be scheduled during the regular school year.

The following restrictions apply to summer or extended year courses:

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

Report Cards and Transcripts

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

South Carolina End-of-Course Examinations

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

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

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

Gateway courses in English/language arts, mathematics, science, and social studies will be defined by the State Board of Education. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses. Defined gateway courses currently include the following courses or courses with other names and activity codes in which the same academic standards are taught: Algebra 1, Intermediate Algebra, Biology 1, English 2, and United States History and the Constitution.

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

Accelerated and Early Graduates

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

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

South Carolina High School Diploma Requirements

Subject Area	Units
English	4.0 Units
Math	4.0 Units
Science*	3.0 Units
U.S. History	1.0 Unit
Economics	0.5 Unit
U.S. Government	0.5 Unit
Other Social Studies Course(s)	1.0 Unit
Physical Education** OR Junior ROTC	1.0 Unit
Computer Science***	1.0 Unit
Foreign Language**** OR Career and Technology Education (CTE)	1.0 Unit
Electives	7.0 Units (To Include 0.5 Credit of Comprehensive Health)

Subject Area	Units
English	4.0 Units
Math	4.0 Units
Science*	3.0 Units
U.S. History	1.0 Unit
Economics	0.5 Unit
U.S. Government	0.5 Unit
Other Social Studies Course(s)	1.0 Unit
Physical Education** OR Junior ROTC	1.0 Unit
Computer Science***	1.0 Unit
Total Units Required for HS Graduation	24.0 Units

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

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

** Marching Band courses, which have been approved by the SDE, may waive the PE requirement.

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

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

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

AMHS Additional Requirements

- Students must take 7 courses plus a non-credit bearing Study Hall, (or receive administrative approval to take an 8th class in lieu of study hall) to include English, Math, Science, Social Studies, Foreign Language (the same language).
- Total number of credits must equal or exceed 26.
- At least 4 Advanced Placement units are required to include AP Seminar (taken in the 11th grade year) and AP Research (taken in the 12th grade year). Principal approval is required for 6 or more Advanced Placement courses in a year.
- Students are required to complete 30 hours of community service each year (9th, 10th, and 11th) for a total of 90 hours at the end of the junior year. Special recognition for students with 120 hours or more is given at graduation.

Study Hall Classroom Expectations

The purpose of study hall classes is to provide students with the opportunity for collaborative and independent learning within the instructional day. Testing can be scheduled during the study hall period, so teachers should be prepared for changes as needed.

Expectations for Teachers

- Provide direct, documented instruction on the [AMHS Honor Code](#)
- Maintain accurate attendance records
- Provide bell-to-bell supervision
- Provide subject matter assistance as needed
- Manage and distribute requested materials
- Advise students regularly regarding grades and available support
- Communicate community service totals to students
- Assist with community service questions
- Number of students and time in the library will be limited
- Homeroom teacher: maintain student documents such as
 - Student home language form
 - Photography opt-out forms
 - CCSD Technology forms
 - Other forms as needed

Expectations for Guidance/Administration

- Scheduled activities and/or testing should be communicated to teachers and students at least 48 prior hours prior to the study hall period

Expectations for Students

- Participate in grade-level study hall activities and/or testing
- Participate in surveys
- Study independently and be respectful of others
- Makeup assessments should be completed during this time as approved by teacher
- Request a pass in advance for tutoring in other classrooms
- Work productively
- Students will return to study hall prior to the end of the period
- Above expectations are held for all rooms on campus including the library

Grade Level Classification

<p style="text-align: center;">Grade 9</p> <p>In order to be classified as a ninth grade student, the individual must have met the requirements and be promoted from the 8th grade.</p>	<p style="text-align: center;">Grade 10</p> <p>In order to be classified as a tenth grade student, the individual must have completed six (6) units to include:</p> <ul style="list-style-type: none"> • One Unit of English • One Unit of Mathematics
<p style="text-align: center;">Grade 11</p> <p>In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include:</p> <ul style="list-style-type: none"> • One Unit of English 1 • One Unit of English 2 • Two Units of Mathematics • One Unit in Science <p>Students in the third year of high school must also take the state designated Career Assessment and either the ACT or SAT Assessments</p>	<p style="text-align: center;">Grade 12</p> <p>In order to be classified as a twelfth grade student, the individual must have completed eighteen (18) units to include*:</p> <ul style="list-style-type: none"> • One Unit each of English 1, 2 and 3 • Three Units in mathematics • Two Units in Science <p>In addition, the student must be enrolled in all other units (required and elective) needed to complete graduation requirements.</p> <p><i>When, based on the student's schedule, it is anticipated that a student will complete graduation requirements by the end of the school year, the student</i></p>

	<p><i>may be placed in a senior homeroom and classified as 12th grade, even if all of the units listed above are not completed.</i></p>
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South Carolina Four Year College Requirements

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

The chart below is provided by the SC Commission on Higher Education and applies to students entering college beginning in Academic Year 2019-20. For more information about South Carolina College admission requirements visit

[http://www.che.sc.gov/CHE_Docs/academicaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019%20\(1\).pdf](http://www.che.sc.gov/CHE_Docs/academicaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019%20(1).pdf).

*A fourth higher-level mathematics course should be selected from among Pre-Calculus, Calculus, Statistics, Discrete Mathematics, or a Capstone mathematics course. It is highly recommended that students take a mathematics course all four years in high school.

** Two units must be taken in two different fields of the Physical, Earth or Life Sciences and selected from among Biology, Chemistry, Physics, or Earth Science. The third unit may be from the same field as one of the first two units (Biology, Chemistry, Physics, or Earth Science) or from any Laboratory Science for which Biology, Chemistry, Physics, and/or Earth Science is a prerequisite. Courses in general or introductory Science in which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in Science, Mathematics, Engineering, or Technology take one course in all four fields: Biology, Chemistry, Physics, and Earth Science.

*** One unit in Appreciation of, History of, or Performance in one of the Fine Arts.

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

Special Notes Related to SC Four Year College Requirements

Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra I if a student successfully completes Algebra II. No other courses may be substituted for the three required

mathematics courses (Algebra I, Algebra II, and Geometry).

The College Preparatory Course Prerequisite Requirements are minimal requirements for four-year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission and to prepare for college entrance examinations.

Students should prepare themselves for college-level work by enrolling in challenging high school courses, such as Honors, Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment courses.

It is the responsibility of each school district to disseminate this set of requirements to entering freshmen students interested in pursuing a four-year college degree in South Carolina upon graduation from high school. Additional information is available at

[http://www.che.sc.gov/CHE_Docs/academicaaffairs/College Preparatory Course Prerequisite Requirements Fall 2019%20\(1\).pdf](http://www.che.sc.gov/CHE_Docs/academicaaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019%20(1).pdf).

Course Load

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

For 9th and 10th graders, these hours of enrollment correlates to a minimum of seven courses. For juniors these hours of enrollment typically correlate to a minimum of six courses and for seniors, five courses. *In cases of extreme hardship, a senior may request in writing to the principal, permission for a waiver of the five-unit requirement. See Board Policy JHC for more information. ***All students at AMHS hours of enrollment correlate to a minimum of 7 courses and a Student Hall with a maximum of 5 AP classes in the junior and senior year. Written permission must be obtained from the Principal for a Study Hall exemption and 6+ AP classes in the junior or senior year.***

Extended Learning Opportunities (Internship, Co-Op, or Apprenticeship) may count toward these hours of enrollment for Grade 12.

South Carolina Uniform Grading Policy

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

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

SC Weighted GPA Scale

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

92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700

56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000

Withdrawing From a Course

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

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

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

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

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

Course Audits

Local boards may establish a policy to allow a student to audit a course for no grade. The decision to audit must be made in advance of taking the course and the student must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course must be marked for "no credit" and "not included in GPA" at the student level. Students who audit a course that requires

an End of Course Examination should not take the End of Course Examination Program (EOCEP). Districts may develop a policy that students auditing an AP or IB course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses. Use the *Activity Coding System* manual for guidance on using course codes for auditing.

Retaking a Course

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

For all grade levels, all courses will remain on the transcript. However, only the highest grade South Carolina Uniform Grading Policy May 14, 2019 Page 9 will be used in figuring the student's GPA.

Transfer Students

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

Converting Grades on Transcripts

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

Out-of-State, Non-Public Schools

When transcripts are received from accredited out-of-state schools (or in state from accredited sources other than the public schools as defined in Regulation 43-273) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the conversion scale effective during the year the course was

completed will be used. For courses completed during school years 2015–16 and prior, the following conversion will apply: A = 96, B = 88, C = 80, D = 73, F = 61. For courses completed in 2016–2017 and after, the following conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50. If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 60, the grade will be recorded as a “P” on the transcript and follow the guidelines for entering the “P” on the transcript. See SBE Regulation 43-273 for additional information on transfers and withdrawals. If the transcript indicates that the student has earned a failing grade in any course in which he or she had a numerical average of 60 or above, the grade will be recorded as an “NP” on the transcript and follow the guidelines for entering the “NP” on the transcript.

Pass (P)/Fail (F) Grades

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

Transferring Courses with Honors Weight

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

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

Local Board Approved Courses

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

Non-Accredited School Grades (Including Homeschool Grades)

Non-accredited School Grades (Including Homeschool Grades) Students enrolling from non-public

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

International Grades

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

Honor Graduates and Class Rank

To be named first or second Honor Graduate, a student must, at a minimum:

- Have been enrolled in the school for the entire junior and senior year; AND
- Have the highest GPA in the senior class after third quarter grades are posted and after dual credit courses taken in the Spring semester of the senior year are posted to the transcript and calculated into the GPA.

In the event that two or more students tie, the students would share the honor.

Only students who have received a diploma for Spring graduation will be considered in the final class rank.

Academic Honors Award

For a student to receive an Academic Achievement Honors Award, the student must: (1) complete twenty-four units of credit as prescribed; (2) be eligible for graduation with a state high school diploma; (3) receive a minimum grade of "B" for each semester course in grades 9-12 through the seventh semester; and (4) achieve either a score of 710 on the SAT Verbal or a score of 690 on the SAT Math, or an ACT score of 30 on English or 33 on Mathematics **OR:** (1) Each student shall have completed twenty-four units of high school credit; (2) be eligible for graduation with a state high school diploma; (3) have a combined score of 1400 on the SAT Verbal and Math sections, or an ACT composite score of 31. Of the twenty-four units earned, eighteen units must be College Preparatory

coursework, four units in additional electives, and two units in one or more of the following: English, Science, Social Studies or Mathematics.

College preparatory coursework includes: English [English 1 or Above] (Four Units); Mathematics [Algebra 1 or Above] (Four Units); Laboratory Science (Three Units); Social Studies [United States/South Carolina Studies, Economics/Government, and One Unit of Global Studies/World History, Global Studies/World Geography, or Western Civilization] (Three Units); Computer Science (One Unit); Physical Education (One Unit); and Foreign Language (Two Units).

CCSD Board Scholar Certificate

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

South Carolina Seal of Biliteracy

The South Carolina Seal of Biliteracy (SoBL) is an award that recognizes Junior and Senior level students who have attained a functional level of proficiency in two languages (English and one other language) by graduation. The South Carolina SoBL serves to certify attainment of biliteracy for students, employers, and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and for engagement as a global citizen. The Office of Standards and Learning has provided a support document explaining all related guidelines for the South Carolina SoBL, as well as an application that must be used for students to earn the award. These documents are available on the South Carolina Department of Education website at https://ed.sc.gov/scdoe/assets/File/instruction/standards/World%20Languages/South_Carolina_Seal_of_Biliteracy_Overview_and_Guidelines.pdf

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

South Carolina Personalized Pathways and Seals of Distinction (Graduating Class of 2022 and Beyond)

Personalized Diploma Pathways

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

Seal of Distinction

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

Criteria	Honors Seal of Distinction	College-Ready Seal of Distinction	Career Seal of Distinction	Specialization Seal of Distinction
GPA/ Testing	UGP GPA 3.5 or Higher	UGP GPA 3.0 or Higher <u>OR</u> an ACT Composite Score of 20 <u>OR</u> SAT Score of 1020 Combined Evidence-Based Reading and Math	UGP GPA 2.5 or Higher	UGP GPA 3.0 or Higher (All Areas)
English	*4 Credits—2 at Honors or Higher Level	*4 Credits	*4 Credits	<u>STEM</u> *4 Credits Beyond Courses in Math, Science, and Technology; At Least 2 at Honors Level or Higher; May be In 1 Area of STEM or Across 4 Areas <u>World Language</u> *4 Credits in the Same Language and/or Minimum ACTFL Exam Score of “Intermediate Low” (or an Equated Score on STAMP or ASL Assessment); OR AP Exam Score-3 or Higher or IB
Math	*4 Credits 3 at Honors or Higher Level (Alg. 2 as a Prerequisite for the 4th Higher Level Credit)	*4 Credits Alg. 1, Geometry, Alg.2 and 4th Math, with Alg.2 or Integrated Math as a Prerequisite	*4 Credits	
Lab Science	*3 Credits 2 at Honors or Higher	*3 Credits	<u>Science</u> *3 Credits	

	Level			Exam Score of 4 or Higher Before the Senior Year; <u>English Learners</u> – All Criteria Above and Level 5 Composite ACCESS Test Score
Social Studies	*3 Credits 2 at Honors or Higher Level	*3 Credits	*3 Credits	
World Languages	*3 Credits of the Same Language	*2 Credits of the Same Language		<u>Military</u> *4 Credits in JROTC; and an ASVAB Score of 31 or Higher
Additional Criteria	Advanced Coursework *4 Credits of Honors or Higher the Last Two Years Prior to Graduation	Fine Arts *1 Credit	Completion of an EEDA Major And One of the Following: Earn at least 1 Industry-Recognized Credential OR Silver or Higher on WIN OR A Semester-Long WBL Placement Credit (Innovative courses may be approved and must align with the student's post-secondary plan.)	<u>Arts</u> *4 Credits in Single or Multiple Areas of the Arts; 2 or More at Honors or Higher Level; Mastery on External Exam or Performance Task

State Scholarships

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

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

LIFE Scholarship – General Eligibility Requirements

To qualify for a LIFE scholarship, students must meet all of the following requirements:

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

For a LIFE Scholarship Enhancement, students must attend an eligible four-year South Carolina public or private college or university.

LIFE Scholarship – Initial Eligibility Requirements

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

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

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

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

SAT/ACT scores will be accepted through the June national test administration of the high school graduation year.

It is permissible to select the highest SAT Evidence Based Reading combined with the highest SAT Math score from different test administrations. Students cannot use the SAT Writing Subsection score to meet the minimum 1100 SAT requirement. Starting with the graduating class of 2018, SAT scores obtained prior to March 2016 cannot be used for eligibility purposes.

The ACT composite score must be at one test sitting.

3. Rank in the top 30% of the graduating class.

The ranking percentages must be reported in two decimal places (minimum) and cannot be rounded. The class rank must be based on the SC Uniform Grading Policy.

The rank must be based on all students who received their diploma during the traditional graduation ceremony typically in May/June. The graduating class

cannot include any students who graduated during the summer, received a certificate, or did not graduate with a high school diploma during a given year.

First-time entering freshmen attending an eligible two-year or technical institution must earn a minimum cumulative 3.0 GPA based on the UGP as described in (1a) above. The standardized test score and class rank requirements are waived.

LIFE Scholarship Enhancement – Initial Eligibility Requirements

A student must meet all of the eligibility requirements for a LIFE Scholarship and be a recipient of LIFE Scholarship funds. In addition, to receive a LIFE Scholarship Enhancement the student must be a declared math or science major by the beginning of the second academic year of college enrollment. Beginning with the 2007 freshman class and thereafter, all students must have successfully completed a total of at least fourteen credit hours of instruction in mathematics and life and physical science courses (including AP, IB and dual credit courses taken during high school) by the end of the student's first year of enrollment in college (based on initial date of college enrollment). Approved lists of eligible majors and eligible courses to meet the fourteen credit hour course requirement for the LIFE Scholarship Enhancement are provided on the Commission's website at www.che.sc.gov.

Palmetto Fellows – Initial Eligibility Requirements

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

- Score at least 1200 on the SAT (27 on the ACT) by the November test administration, earn a minimum 3.50 cumulative GPA on the SC Uniform Grading Policy (UGP) at the end of the junior year, and rank in the top six percent of the class at the end of either the sophomore or the junior year; OR
- Score at least 1400 on the SAT (32 on the ACT) by the November test administration and earn a minimum 4.00 cumulative GPA on the SC UGP at the end of the junior year.

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

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

- Score at least 1200 on the SAT (27 on the ACT) by the June national test administration of the senior year; earn a minimum 3.50 cumulative GPA on the SC UGP at the end of the senior year; and, rank in the top six percent of the class at the

end of the sophomore, junior or senior year; OR

- Score at least 1400 on the SAT (32 on the ACT) by the June test administration and earn a minimum 4.00 cumulative GPA on the SC UGP at the end of the senior year.

For **Late Awards**, test scores will be accepted through the June national test administration of the senior year. Students taking the June test administration date must have scores sent directly to the Commission by designating the following codes: **SAT 4313; ACT 6326**.

Students and parents should ensure all SAT and ACT scores are provided/reported to their high school.

HOPE Scholarship

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

Award Amount:

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

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

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

HOPE Scholarship – General Eligibility Requirements

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

Tuition Assistance.

HOPE Scholarship – Initial Eligibility Requirements

In order to qualify for the SC HOPE Scholarship, first-time entering freshmen must earn a cumulative high school 3.0 grade point ratio (GPR) based on the SC Uniform Grading Policy (UGP).

For additional information on state awarded scholarships go to www.che.sc.gov.

Grade Changes

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

Attendance Requirements and Denial of Credit

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

Attendance is a requirement for promotion and/or credit. Students must attend at least 85 days of a 90-day course, 170 days of a 180-day course or 42 days of a 45-day course. Students who exceed the approved limits for absences may not receive credit in the course. A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction.

Course	Required Attendance for Credit	Maximum Absences (Lawful and/or Unlawful Absences)
90-Day Course	85 Days	No More Than 5 Day Absences
45-Day Course	42 Days	No More Than 3 Day Absences
180-Day Course	170 Days	No More Than 10 Day Absences

Visit the following websites for additional information:

R43-274 Student Attendance –

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

R43-234 Defined Program, Grades 9-12 and Graduation Requirements –

<https://ed.sc.gov/index.cfm?LinkServID=605ECD73-ACD2-2226-D69DE28436D6BBB0>.

Guidelines for Denial of Credit

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

- Lawful vs. unlawful absences.
- Circumstances affecting absences.
- Responsibility demonstrated by parent or guardian and student.
- The educational records of the student.
- Court recommendation, if applicable.

Appeals Process for Denial of Credit

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

See CCSD Board Policy JH Student Absences and Excuses at:

<https://boardpolicyonline.com/?b=charles&s=245792>.

NCAA Eligibility

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

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

<http://www.ncaa.org/student-athletes/future>.

NAIA Eligibility

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

Students are responsible for ensuring NAIA eligibility and should go to the above website to obtain a copy of the NAIA guide for the college bound student athlete: www.playnaia.org/eligibility-center.

Foreign Exchange Program Enrollment

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

- The student must obtain prior approval in writing from the home school Principal before going abroad.
- A course of study should be planned that would enable a student to earn credits similar to those earned at the home school. Math, science, some history, foreign languages, and computer courses should be closely associated with our own offerings. A student may be required to earn his/her English credit on his/her return to CCSD or to turn in work from a pre-approved independent study program equivalent to one unit of credit. United States History, American Government, and Economics have to be taken at the home school.
- A certified transcript from the exchange school must be received prior to awarding credit.
- Attendance periods in foreign countries would have to reasonably approximate our own.
- All credits attempted must be reflected on the transcript.

Foreign Exchange Students in CCSD

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

- In order for a student to earn course credits all requirements must be met.
- Principals must clearly indicate to the student(s) that CCSD is not obligated to award a South Carolina High School Diploma and will only do so if all state requirements are met including passing any state required testing (if required).
- It is the responsibility of the student to obtain all information needed in order for a school to determine if credits earned from foreign school(s) meet state standards.
- If a student has already completed the equivalent of a diploma in his/her country, he/she is not eligible for a South Carolina High School Diploma and may be prohibited from enrolling in a CCSD high school.
- If a student is a senior at his/her home school, he/she may be recognized as an honorary

member of the CCSD graduating class and can participate in commencement exercises as a non-diploma student.

- CCSD schools must furnish a certified transcript showing credits earned to the student's home school upon request.

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

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

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

Preparing Students For College & Career

Preparations for college and or a career should begin in the 9th grade. Students should explore college, career, and military options using resources provided through the school counseling office (such as Naviance, SC Can Go, the Bureau of Labor Statistics and the SC SCOIS) and use this information to plan for the future.

Post-Secondary Opportunities and Career Awareness

- Participate in Job Shadowing through local businesses and organizations to gain more perspective of your career interests as well as to enhance your resume.
- To research different careers, visit www.bls.gov/OCO/ and explore the Occupational Outlook Handbook through the US Department of Labor. The South Carolina Career Information System (SCOIS) is another online opportunity for taking informal career assessments and researching careers.
- Visit the careers tab on our Naviance Family Connection (go to <https://www.ccsdschools.com/Domain/9> to the Naviance link to access our Family Connection) to complete interest inventories and to explore potential careers further.
- Look up college profiles on Naviance, through the College Board (collegeboard.org) or through the ACT (actstudent.org) to determine which colleges match your needs and interests.
- Visit various college websites and click on their academic pages to gain an understanding of majors offered and other opportunities as part of your college planning. It is also helpful to visit departmental websites within the college websites to learn more about their course offerings and admissions requirements.
- Talk with military recruiters to determine if the military is a viable option (through academy appointments, ROTC scholarships or enlistment in the military).
- Do not rule out attending a 2-year technical college such as Trident Technical College to earn an Associate's Degree or Certification. There are also opportunities to transfer to a 4-year college or

university.

College Preparation

- Know college admissions requirements including required high school courses, standardized test requirements and additional criteria considered in admissions decisions.
- Take challenging courses according to your abilities and interests.
- Develop good study habits, organization skills, and earn good grades. This is a major consideration when colleges are admitting students.
- Become involved in your community through organizations, volunteering, extra-curricular activities, etc. and keep track of all activities by creating a resume or portfolio.
- Develop positive relationships with your teachers and counselors so that they will be willing to write a strong letter of recommendation for college admissions and for scholarship opportunities.
- Familiarize yourself with admissions tests including the SAT and the ACT. Your counselor will give you resources for free online test preparation.

Overview of Course Offerings

AP Capstone Program

AP Capstone is a diploma program based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take.

AP Seminar and AP Research are standards-based courses that use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

The College Board developed the AP Capstone Diploma program at the request of higher educational professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

To earn an AP Capstone Diploma, a student must take both AP Seminar and AP Research and earn a 3 or higher in each of these courses, as well as earn a 3 or higher in at least four other AP courses.

To earn an AP Capstone certificate, a student must take both AP Seminar and AP Research and earn a 3 or higher in each. Additional AP coursework is not required for an AP certificate.

Course Title	Course Number(s)	Credit
AP Research	373000AW	1
AP Seminar	373100AW	1

AP Seminar

Grade: 11

This course is a required component of the AMHS 11th grade curriculum and is the first course required to potentially earn an AP Capstone Certificate or Diploma. AP seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; and viewing speeches, broadcasts, personal accounts, artistic works and/or performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments. ***Note: A required course for AMHS students.***

AP Research

Grade: 12

AP Research is a required component of the AMHS 12th grade curriculum and is the second course required to potentially earn an AP Capstone Certificate or Diploma. AP Research allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process, and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit or product where applicable) and a presentation with an oral defense. ***Note: A required course for AMHS students.***

English Language Arts

The South Carolina English Language Arts academic standards represent what students are expected to know and be able to do as readers, writers, communicators, and researchers. Students will learn skills and strategies needed to become productive, literate members of our society. Reading, writing, speaking, listening, and viewing are fundamental tools for learning, success in the workplace, and enriching our lives. Language arts instruction in South Carolina provides all students with the opportunity to use language in a lifetime of learning.

Literacy instruction is a continuous process that occupies a prominent position of importance in all classrooms in South Carolina. In today's increasingly complex world, literacy demands are intensifying and require more advanced levels of proficiency. Students need to become highly skilled, independent users of information in order to become responsible, productive citizens. Our ability to communicate is at the core of the human experience. Language skills are essential tools not only because they serve as the basis for future learning but also because they enhance the lives of students as human beings. Through instruction and immersion in a print-rich environment that includes a variety of literary and informational texts, students better understand and appreciate the English language and therefore ultimately become more proficient communicators.

To meet the requirement for a South Carolina High School Diploma, students must earn four (4) units in English. Students are required to take English 1 and 2, as well as English 3 OR AP Language and Composition and English 4 OR AP Literature and Composition.

Course Title	Course Number(s)	Credit
English 1 Honors	302400HW	1
English 2 Honors	302500HW	1
English 3 Honors	302600HW	1
AP English Language and Composition	3071000AW	1
English 4 Honors	302700HW	1
AP Literature and Composition	307000AW	1
Newspaper Production	37600CW	1
Yearbook Production	376900CW	1
Speech	304000CW	1
Creative Writing	303200CW	1
Theatre 1	452100CW	1

English 1 Honors

Grade Level: 9

The English 1 Honors curriculum at Academic Magnet High School is unique in Charleston County School District. Writing is taught with the AP Capstone Diploma program in mind, which every student will enroll in during their junior and senior years. The course includes ancient and classic literature to provide foundational knowledge that subsequent courses build upon, as well as modern and contemporary literature by diverse authors to introduce students to current conversations in the field and the world. The distinctive design of the course at Academic Magnet High School is why every incoming freshman must take it, even if they receive credit for English I prior to enrolling at AMHS.

In English 1 Honors, students will read a variety of literary and informational texts to develop analytical skills. Through literary texts, students will study, craft, and determine points of view, and analyze themes and figurative language. Through informational texts, students will evaluate arguments and claims to assess valid reasoning and relevant evidence. In addition, students will continue to develop knowledge of vocabulary to include roots, affixes, euphemisms, and idioms for use in reading, writing, and oral communication.

Students will produce coherent and well-organized writing that includes a thesis and supporting evidence. Students will also conduct research from primary and secondary sources to present to their peers and instructor in oral, written, and visual formats. Students will evaluate the validity of their sources, incorporate their own ideas with the information they have chosen from those sources, and distinguish that information from their own ideas by providing accurate and complete documentation of the sources they have used.

English 2 Honors

Prerequisite: English 1 Honors

Grade Level: 10

Students in English 2 Honors will continue to build on the skills described in the English 1 Honors course description. Although this course is based on the South Carolina College and Career Readiness Standards for Grade 10, it will be taught on the Honors level with an emphasis on critical reading and writing.

Tenth grade students will develop analytical skills through a sustained and structured study of classic and contemporary works from World Literature. Students will explore various literary periods, genres, and texts. Students will learn the language of literary study and analyze not only the content of texts, but the craft as well. Additional skills include interpreting, comparing and contrasting, synthesizing, and applying information. Students will write frequently, engaging in the writing process and developing skills necessary for timed writings required in AP English courses and research papers in the AP Capstone courses. **Students enrolled in this course will take a South Carolina End of Course exam that will count as 20% of their final grade.**

English 3 Honors

Prerequisite: English 2 Honors

Grade Level: 10 Transfer students

Grade Level: 11

In English 3 Honors, students refine their knowledge of language through a focused study of American Literature. Through literary texts, students study the author's craft by making inferences within and across works, examine the impact of point of view, analyze theme and figurative language, and determine the relationship between characters, plot, and theme. By reading a variety of informational texts, students analyze an author's development and support of a thesis and create a variety of responses to texts. In addition, students continue to develop and use their reading, writing, and oral communication skills, in addition to learning vocabulary that consists of literary terms, poetic devices, and word lists generated from college-bound assessments.

In writing, students produce coherent and well-organized essays with a thesis and supporting evidence. In implementing the writing process, students compose various types of written works, including personal narratives and informational (expository/persuasive/argumentative) pieces. Personal narratives will use descriptive language to create tone and mood, in addition to capturing the student's individual voice.

In carrying out the research process, students identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual and digital formats. In addition to evaluating the validity of their sources and evidence, students will incorporate quotations, paraphrases, and summaries into all informational writing. After incorporating their own ideas with information from other sources, students distinguish their own ideas from those of others by providing accurate, MLA formatted documentation.

Advanced Placement English Language and Composition

Prerequisite:

- **English 2 Honors – With a Year Grade of 90 or Above by the End of the Third Nine Weeks**

Grade Level: 11

According to the College Board's Course and Exam Description, "The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images and forms of texts—from a range of disciplines and historical periods." Because students take this course in lieu of English 3, the focus is on texts written by American writers, both fiction and non-fiction.

Each student enrolled in Advanced Placement® English Language and Composition is required to take the AP® Exam at the end of the course. Many colleges and universities grant college credit or placement through qualifying AP® Exam scores. This course replaces English 3 for participating students.

English 4 Honors

Prerequisite: English 3 Honors or AP Language and Composition

Grade Level: 11 (Grade 10 Transfer students)

Grade Level: 12

Students complete a chronological study of British literature beginning with Beowulf and The Canterbury Tales to post-modern short stories and contemporary novels. A variety of genres are examined including poetry, drama, non-fiction essays, and prose. Students expand their analytical skills through structured study and independent reading as well as through class discussions. Students study how the author crafts the work to create meaning. Students build on their close textual analysis skills to determine how the author develops theme and character through the use of literary devices such as figurative language. Students also consider the historical context in which the works were written to further develop an understanding of the text.

In addition, English 4 Honors students continue to create a variety of written responses that include literary analysis as well as creative products using art and presentations. Students continue to build upon the writing skills learned in previous years focusing on the use of precise and sophisticated language, complex and varied sentence structure, and insightful and meaningful interpretations. The use of outside sources, primarily literary criticism, is required to develop a topic and to support analyses. Students proofread and edit their work for the correct use of conventions of written Standard American English and MLA, and they use revision strategies to improve such elements as voice, content and development, and organization.

Advanced Placement English Literature and Composition

Prerequisite:

- **English 3 Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks OR**
- **AP English Language and Composition – With a Year Grade Average of 87 or Above by the End of the Third Nine Weeks**

Grade Level: 12

According to the College Board's Course and Exam Description , "The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works."

Each student enrolled in Advanced Placement® Literature and Composition is required to take the AP® Exam at the end of the course. Many colleges and universities grant college credit or placement through qualifying AP® Exam scores. This course serves as English 4 for participating students. **This course will be offered based on student interest and teacher availability. Seniors have precedent.**

English Department Electives

Newspaper Production

This course is designed for students actively involved in the production of an on-line school newspaper. Students should possess average or above average verbal ability. **Yearbook Production**

This course is designed for students actively involved in the production of a school yearbook. Students should possess average or above average verbal ability. **This course will be offered based on student interest and teacher availability. Seniors will be registered first and available seats will be offered to the next grade level.**

Speech

This course introduces the principles of public speaking with the application of speaking skills in varied communication situations. Emphasis is placed on content and organization in the development and delivery of oral messages. **This course will be offered every other year and based on student interest and teacher availability.**

Creative Writing

This course focuses on writing as a form of art and personal expression. Workshops, peer review, and author studies support the development and refinement of texts for publication. Genres include poetry, short story, and creative nonfiction. **This course will be offered every other year and based on student interest and teacher availability.**

Theatre 1

This course develops an understanding of the actor's craft, exploring techniques and theories essential to theatrical performance. Actors learn to define and identify the components of technique through script analysis, improvisational exercises, ensemble performance, and creative production. **This course will be offered every third year and based on student interest and teacher availability.**

Mathematics

A quality mathematics program is essential to help students develop ways of thinking, solving problems, communicating mathematically, and making decisions that enable them to become informed citizens and consumers, competent employees and employers, and productive members of society. Our courses emphasize critical thinking and communicating effectively in all fields of study.

In order to receive a South Carolina High School Diploma, students are required to earn at least 4 units in mathematics. The expectation is that students take a math course each year while at AMHS.

The Commission on Higher Education (CHE) established minimum course requirements for applicants to four-year programs in SC public universities and colleges. CHE requires four units of mathematics, including Algebra 1, Algebra 2, Geometry and a fourth math. A fifth, higher-level mathematics course is strongly recommended and may be required for admission to some colleges and/or for some majors. (See www.che.sc.gov for more information.)

The South Carolina End-of-Course Examination Program (EOCEP) includes an end-of-course examination for mathematics. At the end of Algebra 1, students are required to take the Algebra 1 End-of-Course Exam. This examination counts 20% of the student's final grade in Algebra 1.

Course Title	Course Number(s)	Credit
Algebra 1 Honors	411400HW	1
Geometry Honors	412200HW	1
Algebra 2 Honors	411500HW	1
Precalculus Honors	413100HW	1
Calculus Honors	413500HW	1
AP Calculus AB	417000AW	1
AP Calculus BC	417200AW	1
Probability and Statistics Honors	414100HW	1
AP Statistics	417100AW	1

Algebra 1 Honors

Prerequisite: Successful Completion of 8th Grade Math

Grade Level: 9

This course is designed for students who have mastered middle level SC state math standards and are ready for advanced topics and the honor's level rigor. Emphasis is placed on deepening and extending understanding of linear and exponential relationships by contrasting them with each other. Students will engage in methods for analyzing, solving, and using quadratic functions. Other areas of focus will be utilizing rational exponents, systems involving quadratic expressions, modeling with functions, interpreting functions, and judging the appropriateness of linear models. **Students enrolled in this course will take a South Carolina End of Course exam that will count as 20% of their final grade.**

Geometry Honors

Prerequisite: Algebra 1 Honors

Grade Level: 9, 10

This course is designed to provide students with the study of visual patterns. Topics will include geometric structure, geometric patterns, geometry of location, geometry of size, and geometry of shape. Geometry may be taken concurrently with Algebra 2 Honors (See note in Algebra 2 Honors regarding this option).

Algebra 2 Honors

Prerequisite: Algebra 1 Honors and Geometry

Grade Level: 9, 10

This course is designed to provide students with a strong background in algebraic concepts and processes. Topics include understanding algebraic and geometric representations of functions to include the following: quadratic, square root, absolute value, rational, exponential, and logarithmic. Polynomials, linear programming, sequences and series, and conic sections are also introduced. This course is recommended to be taken after Geometry. **Note: Students enrolled in Algebra 1 as a 9th grader can take Algebra 2 concurrently with Geometry, pending a teacher recommendation.** Mathematically inclined students may enroll in AP or Honors Statistics (in addition to Honors Algebra 2).

Precalculus Honors

Prerequisite: Algebra 2 Honors

Grade Level: 10, 11, 12

This course is designed to provide students with enhanced mathematical concepts and topics in the area of functions to prepare students for the study of Calculus. It extensively covers algebraic, rational, exponential, logarithmic and trigonometric functions. Additional topics include matrices, vectors, and conic solutions. Students must understand the language of functions (domain and range, odd and even,

periodic, symmetry, zeros, intercepts, etc.) and be fluent in the application and equation-solving of these functions. **Mathematically inclined students may enroll in AP or Honors Statistics (but not in lieu of Honors Pre-Calculus).**

Calculus Honors

Prerequisite: Precalculus Honors

Recommended Grade Level: 10, 11, 12

Note: Prior to registering for any Calculus course, students are strongly encouraged to have a conversation with their current math teacher about which courses they intend to take. This conversation helps align students with courses that will help them meet their goals in the future. Final decisions on course requests are made at the end of the 3rd quarter.

This course involves the continued study of functions, rates, and accumulation. Students will study limits, derivatives, integrals, and their applications. Calculus requires students to work with more intensity, at a deeper level, and produce a wider range of more complex and difficult material. Algebraic skills are required to manipulate problems and find solutions.

Advanced Placement Calculus AB

Prerequisite: Successful Completion of Precalculus Honors or Calculus Honors; 90 or Above in All Math Courses

Recommended Grade Level: 11, 12

Note: Prior to registering for any Calculus course, students are strongly encouraged to have a conversation with their current math teacher about which courses they intend to take. This conversation helps align students with courses that will help them meet their goals in the future. Final decisions on course requests are made at the end of the 3rd quarter.

This course is designed to be taught over a full high school academic year. The year will be devoted to the topics in differential and integral calculus that are representative of a first semester course in college calculus. The College Board determines the complete course of study. **Each student enrolled in this course will take the Advanced Placement Examination.**

Advanced Placement Calculus BC

Prerequisite: Successful Completion of –

- **AP Calculus AB, Precalculus Honors – With a Year Grade Average of 95 or Above by the End of the Third Nine Weeks OR**
- **Calculus Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks**

Recommended Grade Level: 12

(Only rising seniors are eligible to take this course directly after Precalculus. Students who are not rising seniors must have completed Calculus, with teacher recommendation, or AP Calculus AB prerequisite.)

This course is designed to be offered to students who do not need to review elementary functions. Calculus BC is designed to represent a full year college course in the calculus of functions of a single

variable. The content of Calculus BC (developed by the College Board) is designed to qualify students for placement and credit in a course that is one course beyond that granted for Calculus AB. **Each student enrolled in this course will take the Advanced Placement Examination.**

Probability and Statistics Honors

Corequisite: Algebra 2 Honors

Recommended Grade Level: 11, 12

This course encompasses design of a statistical study; collection, organization, display, and interpretation of data; basic statistical methods of analyzing data; and basic concepts of probability.

Advanced Placement Statistics

Corequisite: Algebra 2 Honors; A's or B's in All Math Classes

Recommended Grade Level: 10, 11, 12 (If recommended, students are encouraged to take AP Statistics as their elective in 10th grade.)

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The topics, as determined by the College Board, are divided into four major themes: exploratory analysis, planning a statistical study, patterns using probability and simulations, and statistical inference. Important components of this course are the use of technology (both computer and graphing calculator), projects and laboratories, cooperative group problem solving, and writing as a part of concept-oriented instruction and assessment. **Each student enrolled in this course will take the Advanced Placement Examination.**

Natural Sciences

High school science, through a number of separate courses, includes instruction in the content areas of the South Carolina Science Curriculum Standards: life science, earth science, and physical science. Since the major objective of science instruction is to promote scientific thinking, the inquiry standards are integrated into all the science content areas. All science courses in CCSD are laboratory based courses with at least 40 percent of the instructional time being devoted to student-centered laboratory experiences as per Strand I: Inquiry in the South Carolina Science Curriculum Standards, grades 9-12. A sound grounding in science strengthens many of the skills that people need to use every day, such as solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning.

Although only three science courses are required for graduation with a South Carolina State Diploma, the Department of Education recommends four courses. Students must pass a high school credit course in science in which an end-of-course examination is administered. The required course is Biology and is approved by the US Department of Education.

The Commission on Higher Education (CHE) has approved the following language regarding the prerequisites for college. College bound students are required to take “three units of laboratory science. Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among earth science, biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (earth science, biology, chemistry, or physics) or from any laboratory science for which earth science, biology, chemistry, and/or physics is a prerequisite. Courses in general science or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: earth science, biology, chemistry, and physics.”

Course Title	Course Number(s)	Credit
Biology 1 Honors	322100HW	1
Biology 2 Honors	322200HW	1
Chemistry 1 Honors	323100HW	1
Physics Honors	324100HW	1
AP Physics 1	328200AW	1
AP Biology	32700AW	1
AP Biology Lab (Honors)	328900HW	1
AP Chemistry	327300AW	1
AP Chemistry Prep Lab (Honors)	328901HW	1

AP Environmental Studies	327000AW	1
AP Physics C: Mech.	327500AW	1
AP Physics C: E & M	327600AW	1
Marine Science Honors	322500HW	1
Anatomy and Physiology Honors	326300HW	1
Environmental Science Honors	326100HW	1

Biology 1 Honors

Grade Level: 9

This introductory laboratory-based course is designed to give students a sound background in the major biological concepts. Topics include: the cell, molecular basis of heredity, biological evolution, interdependence of organisms, energy, and organization in living systems. Laboratory activities provide numerous opportunities for students to develop science process skills, critical thinking, and an appreciation for the nature of science through investigative, hands-on lab activities. **Students enrolled in this course will take a South Carolina End of Course exam that will count as 20% of their final grade.**

Biology 2 Honors

Prerequisite: Biology Honors

Grade Level: 9

This course deepens understanding of concepts and skills from Biology 1. Teachers select an inquiry focus on general biology, wildlife biology, OR zoology. Each inquiry focus area introduces additional topics including the classification of organisms, structural and functional considerations of selected kingdoms, vertebrate animals, and/or vascular plants. Biotechnology and the influence of biology on society are also examined. An emphasis is placed on current challenges to and stewardship of the natural environment, and career opportunities in biology and environmental science. The honors course exceeds course standards in rigor, complexity, challenges, and creativity. This is a laboratory course requiring a minimum of 30% hands-on investigation, including problem solving, decision making, critical thinking and applied learning. This course may only be taken once. **Students**

Chemistry 1 Honors

Prerequisite: Biology Honors and Algebra 1 Honors

Grade Level: 10

This course provides an introduction to major chemistry principles. Through well-designed laboratory experiences students will master concepts, use problem-solving skills, and apply them to real-world situations. Topics include: chemical safety, atomic theory, the periodic table, chemical reactions and stoichiometry, gas laws, solutions and solubility, calorimetry, acid/base chemistry, and organic chemistry. Investigative, hands-on lab activities that address the SC Inquiry Standards are an integral part of this course. Chemistry 1 Honors prepares a student for Advanced Placement Chemistry through an in-depth study of the sequential development of major principles with emphasis on a quantitative approach to problem solving, library research and extensive laboratory experiences.

Physics Honors

Prerequisite: Precalculus OR Concurrent Enrollment in Precalculus OR AP Calculus

Grade Level: 11, 12

This course presents a conceptual approach to physics and stresses the understanding of the application of physical phenomena such as mechanics, momentum, energy, heat, motion, optics, electricity, magnetism, waves, sound, and light. Problem solving is encouraged by the use of relevant physics materials and inquiry-based laboratory activities. This course emphasizes a mathematical approach with extensive laboratory experiences, research, and projects.

Advanced Placement Physics 1

Prerequisite: Students Must Meet ONE of the Following –

- **Chemistry Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks; Algebra 2 Honors – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks, and Precalculus Honors (Prerequisite or Corequisite);**
- **Physics Honors – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks and Precalculus Honors (Prerequisite or Corequisite)**

Grade Level: 11, 12

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, charge, conservation, and waves. **Each student enrolled in this course will take the Advanced Placement examination.**

Advanced Placement Biology

Prerequisite: Students must meet one of the following:

- **Biology 1 Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks; AND Chemistry Honors (Prerequisite or Corequisite, Grade 9)**
- **Biology 1 Honors – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks (Grades 10, 11) AND Chemistry Honors (Prerequisite)**

Grade Level: 10, 11, 12

A college level course of biological principles for highly motivated students, Advanced Placement Biology includes an in-depth study of the cell, biochemical patterns of life, biochemistry, genetics, anatomy and physiology, botany, growth and development, ecology, and evolution. The class meets for 90 minutes each day for lecture, laboratory, and enrichment programs. **Each student enrolled in this course will take the Advanced Placement examination.** Students will earn a total of 2 credits for this 2 period course; one credit weighted at the AP and the lab credit weighted at the Honors level.

Advanced Placement Chemistry

Prerequisites:

- **Chemistry Honors – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks AND Algebra 2 Honors with a Year Grade Average of 85 or Above by the End of the Third Nine Weeks**

Grade Level: 10, 11, 12

This two period course is designed for students who plan to pursue a career in science. Emphasis is placed on a theoretical, practical, and quantitative approach to chemistry principles with extensive laboratory experimentation. Topics include atomic, kinetic, and acid-base theory, thermochemistry, chemical equilibrium, electrochemistry and chemical thermodynamics. **Each student enrolled in this course will take the Advanced Placement examination.** Students will earn a total of 2 credits, one credit weighted at the AP and the lab credit weighted at the Honors level. This class meets for 90 minutes each day.

Advanced Placement Environmental Science

Prerequisite: Students Must Meet ONE of the Following –

- **Biology Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks, with a Prerequisite/Corequisite of Chemistry Honors (Grade 9);**
- **Biology Honors – With a Year Grade Average of 85 or Above, and Chemistry Honors with a Year Grade Average of 85 or Above by the End of the Third Nine Weeks (Grades 10, 11)**

Grade Level: 10, 11, 12

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability. **Each student enrolled in this course will take the Advanced Placement examination.**

Advanced Placement Physics C: Mechanics

Prerequisite: Students Must Meet ONE of the Following –

- **Physics Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks, and AP Calculus AB/BC (Prerequisite or Corequisite);**
- **AP Calculus AB/BC – With a Year Grade Average of 95 or Above by the End of the Third Nine Weeks, with No Physics Requirement;**

- **AP Physics 1 – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks, and AP Calculus AB/BC (Prerequisite or Corequisite)**

Grade Level: 11, 12

Explore concepts such as kinematics; Newton’s laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. You’ll do hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems. **Each student enrolled in this course will take the Advanced Placement examination.** This course meets every other day for 90 minutes.

Advanced Placement Physics C: Electricity and Magnetism

Prerequisite: AP Calculus BC (Prerequisite/Corequisite) OR AP Physics C Mechanics (Prerequisite/Corequisite)

Grade Level: 11, 12

AP Physics C: Electricity and Magnetism meets 90 minutes every other day, is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. **Each student enrolled in this course will take the Advanced Placement examination.**

Marine Science Honors

Prerequisite: Biology Honors, Chemistry Honors, Physics Honors

Grade Level: 12th Grade ONLY

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

Anatomy and Physiology Honors

Prerequisite:

- **Biology 1 Honors and Chemistry 1 Honors – With a Year Grade Average of 80 or Above by the End of the Third Nine Weeks**

Grade Level: 11, 12

This science course introduces students to human anatomy and physiology with applications to the health sciences. Students learn about the relationships between structure and function as well as the biochemical and cellular aspects of human physiology. Instructive strategies include inquiry-based laboratory experiences, independent study and research on topics of student interest, speakers, and field experiences in medical settings and institutions of higher education.

Environmental Science Honors

Prerequisite: Biology 1

Co-requisite: Chemistry 1

Grade Level: 11, 12

This course explores and investigates the interrelationships of the natural world; identifies environmental problems, both natural and human-made; and, examines the relative risks associated with these problems and solutions for resolving and/or preventing them. The honors course exceeds course standards in rigor, complexity, challenges, and creativity. This is a laboratory course requiring a minimum of 30% hands-on investigation, including problem-solving, decision making, critical thinking and applied learning.

Social Studies

National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

“...the integrated study of the social sciences and humanities to promote civic competence. Social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

The aim of social studies instruction is the promotion of civic competence, the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies, nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, social studies educators have long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the ability to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Educating people who are knowledgeable, skillful, and committed to democracy is necessary to sustaining and improving our democratic way of life, as participants and members of a global community.

In democratic classrooms and nations, deep understanding of civic issues, such as immigration, economic problems, and foreign policy involves several disciplines. Social studies marshals the disciplines to this civic task in various forms. These important issues can be taught in one class, often designated “social studies,” which integrates two or more disciplines. On the other hand, issues can also be taught in separate discipline-based classes (e.g., world history or world geography). The social studies standards are intended to be implemented regardless of organizational or instructional approach (for example, a problem-solving approach, an approach centered on controversial issues, a discipline-based approach, or some combination of approaches). To this end, the standards provide a framework for effective social studies instruction within various curricular perspectives.

Course Title	Course Number(s)	Credit
Human Geography Honors	331000HW	1
AP Human Geography	337900AW	1
Modern World History Honors	336000HW	1
AP Modern World History	337700AW	1
AP European History	337610AW	1

U.S. History Honors	332000HW	1
AP U.S. History	337200AW	1
U.S. Government Honors	333000HH	0.5
Economics Honors	335000HH	0.5
AP American Government	337300AH	0.5
AP Macroeconomics	337400AH	0.5
AP Psychology	437100AW	1
AP African American History		1

Human Geography Honors

Grade Level: 9

The focus of Human Geography Honors at AMHS is the major civilizations of the past and their contributions to the world as it exists today, in aspects that range from the geographic to social and political. Critical thinking is emphasized in this course, with a particular emphasis on why civilizations developed where and when they did, why they became dominant, why they declined, and how they have continued to influence the development of human culture. Instruction emphasizes the elements of social studies literacy: the tools, strategies, and perspectives necessary for understanding the four disciplines addressed in this subject area. The first quarter of this course focuses on the study of population, migration, culture, political organization of space, economic development, and urban and rural land use. The next three quarters of this Human Geography course focus on civilizations from the earliest times to the Renaissance.

Advanced Placement Human Geography

Grade Level: 9, 10, 11, 12

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

This college-level course is offered to academically advanced ninth, tenth, eleventh, and/or twelfth grade students who have exceptional interest in the study. The content of this course must adhere to the requirements established by the College Board. **Each student enrolled in this course will take the Advanced Placement examination.**

While the College Board does not provide any *“prerequisites for AP Human Geography, students should be able to read a college-level textbook and write grammatically correct, complete sentences.”*

Modern World History Honors

Prerequisite: Human Geography Honors

Grade Level: 10

The focus of Modern World History Honors is the major civilizations of the past and their contributions to the world as it exists today, in aspects that range from the geographic to the social and political. Critical thinking should be emphasized in this course, with an emphasis on why particular civilizations developed where and when they did, why they became dominant, why they declined, and how they have continued to influence the development of human culture. Instruction will emphasize the elements of social studies literacy: the tools, strategies, and perspectives necessary for understanding the four disciplines addressed in this subject area. Districts may develop one or more courses in Modern World History in grades nine and/or ten. Modern World History Honors content focuses on the history of civilizations from the 1300s to the present.

Advanced Placement Modern World History

Prerequisite:

- **Human Geography Honors – With a Year Grade Average of 90 by the End of the Third Nine Weeks OR**
- **AP Human Geography – Completed Grade 9, With a Year Grade Average of 85 by the End of the Third Nine Weeks**

Grade Level: 10, 11, 12

This course investigates significant events, individuals, developments, and processes in six historical periods from approximately 1200 C.E. to the present by developing and using the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. **Each student enrolled in this course will take the Advanced Placement examination.**

Advanced Placement European History

Prerequisites:

- **Honors Social Studies Class – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks OR**
- **AP Social Studies Class – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks;**
- **Honors English – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks**

Grade Level: 10, 11, 12

The AP course and exam in European History are intended for qualified students who wish to complete

classes in secondary school equivalent to college introductory courses in European history. The exam presumes at least one academic year of college-level preparation. The AP European History course corresponds to the most recent developments in history curricula at the undergraduate level. In colleges and universities, European History is increasingly seen in a broad perspective, with teaching methods reflecting an awareness of other disciplines and diverse techniques of presentation, including visual and statistical materials.

This college-level course is offered to academically advanced tenth, eleventh, or twelfth grade students who have exceptional interest in European history. The content of the course must adhere to the requirements established by the College Board, beginning with the Renaissance and continuing to the present. Students enrolled must be able to analyze primary sources including letters, documents, maps, graphs, and photographs. **Each student enrolled in this course will take the Advanced Placement examination.**

While the College Board does not provide any “prerequisites for AP European History, students should be able to read a college-level textbook and write grammatically correct, complete sentences.”

United States History and Constitution Honors

Prerequisite: Human Geography Honors OR AP Human Geography; Modern World History Honors OR AP Modern World History OR AP European History

Grade Level: 11

The focus of United States History and Constitution is the story of the American people from the period of the colonial settlement to the present day, including the nation’s developing role in world affairs in the twentieth and twenty-first centuries. Instruction in this course will include an intentional investigation into multiple perspectives of historical events, as well as the use of primary sources, document analysis, and activities and assessments to incorporate historical thinking skills. Oral and written argumentation using evidence from sources will be required in units of instruction. **All students enrolled in this course will take South Carolina’s End-of-Course Exam for U.S. History and Constitution at the end of the instructional period that will count 20% of their final grade.**

Advanced Placement U.S. History

Prerequisite:

- **Human Geography Honors OR AP Human Geography;**
- **Modern World History Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks OR**
- **AP Modern World History OR AP European History – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks**

Grade Level: 11

This course will encompass both a domestic and international scope that follows specific time periods. Information covered regarding these periods will include, but not be limited to, political, social, diplomatic/international, and economic trends and events.

APUSH is a year-long course taught during a ninety minute A/B block schedule. Success can be

attributed to dedicated reading and applied writing skills. Students must be willing to commit to substantial amounts of independent study. Higher level thinking skills, such as analyzing, evaluating, reasoning, and synthesizing are emphasized in this course.

This college-level course is offered to academically advanced eleventh grade students who have exceptional interest in American History. The content of the course must adhere to the requirements established by the College Board. AP U.S. History is an extensive, survey study of American history from Pre-Columbian Societies to the present. Students enrolled must be able to analyze primary sources including letters, documents, maps, graphs, and photographs. **Each student enrolled in this course will take the Advanced Placement examination. All students enrolled in this course will take South Carolina's End-of-Course Exam for U.S. History and Constitution at the end of the instructional period that will count 20% of their final grade.**

While the College Board does not provide any *“prerequisites for AP United States History, students should be able to read a college-level textbook and write grammatically correct, complete sentences.”*

U.S. Government Honors (Semester Course)

Grade Level: 12

In U.S. Government Honors, students will study the theory and practice of American government. The course is designed to provide a comprehensive introduction to the fundamental political concepts that will provide students with the knowledge and skills to understand and participate in the American political system. U.S. Government Honors will examine basic political theory and governmental systems, American political development and theory, the constitutional basis and structure of American government, and citizen involvement in the political system.

Economics Honors (Semester Course)

Grade Level: 12

Economics is a social science. The science of economics uses data to analyze, interpret and predict the behavior of individuals and institutions based upon incentives. The goal of a study of economics is to teach a student how to evaluate choices. Scarcity forces all entities – individuals, communities, and nations, to choose from available resources to meet their needs. Students will learn to use vocabulary specific to economics to explain, describe, and predict how the interaction of supply and demand sets prices for goods and services in product markets and wage prices in factor markets. Intervention in free markets decreases efficiency but is sometimes necessary in order to safeguard individuals and societies from undue exploitation. Markets allocate goods, services, and labor and the government regulates markets and purchases goods and services for the common good. Current choices impact future outcomes that are theoretically predictable.

The choices societies make affect the well-being of all citizens. The consequences of these choices are evaluated through the numerical measurements of gross domestic product (GDP) and consumer price index (CPI) as well as through the use of other quantitative measurements. A relationship between investment and growth exists and increased investment leads to more rapid growth which may be uneven and erratic. The role and abilities of the Federal Reserve in managing these economic cycles is evolutionary with real life results whose predictability is affected by volatile circumstances. Increased globalization has altered trade patterns and greatly expanded markets as has technological change.

Citizens as consumers and producers are the fundamental actors in our mixed market economic system. The choices made by government, institutions, and individuals have predictable outcomes and the well-being of all groups is impacted by these choices.

Advanced Placement U.S. Government (Semester Course)

Prerequisite:

- **AP U.S. History – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks OR**
- **U.S. History Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks**

Grade Level: 12

AP United States Government and Politics provides students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples; it also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP U.S. Government and Politics course must follow, students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics include constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, and civil rights and liberties.

This course includes the foundations of American democracy and the American political system, the role of the U.S. Constitution in American democracy, the relationship of the United States to other nations and to world affairs, and an understanding of the role of the citizen in American democracy.

Each student enrolled in this course will take the Advanced Placement examination.

Advanced Placement Macroeconomics (Semester Course)

Prerequisites:

- **U.S. History Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks OR**
- **AP U.S. History – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks**

Grade Level: 12

The purpose of AP Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

Students are expected to demonstrate the ability to analyze economic situations and set forth and evaluate macroeconomic principles. Independent research and outside reading are course requirements. **Each student enrolled in this course will take the Advanced Placement examination.**

Advanced Placement Psychology

Prerequisite:

- **Human Geography Honors OR AP Human Geography OR**
- **Modern World History Honors OR**
- **AP European History – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks OR**
- **U.S. History Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks OR**
- **AP U.S. History – With a Year Grade Average of 85 or Above by the End of the Third Nine Weeks**

Grade Level: 10, 11, 12

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. **Each student enrolled in this course will take the Advanced Placement exam.**

Advanced African American Studies

Grade Level: 12

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. **Each student enrolled in this course will take the Advanced Placement exam.**

World Languages

Course Title	Course Number(s)	Credit
French 1	361100CW	1
French 2	361200CW	1
French 3 Honors	361300HW	1
French 4 Honors	361400HW	1
French 5 Honors	361500HW	1
AP French Language	367100AW	1
Spanish 1	365100CW	1
Spanish 2	365200CW	1
Spanish 3 Honors	365300HW	1
Spanish 4 Honors	365400HW	1
Spanish 5 Honors	365500HW	1
AP Spanish Language	367500AW	1

French 1

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

French 2

This course builds on and reinforces language acquired in French 1. Language proficiency will expand and develop through performance based instruction and assessment. The vocabulary students learn is directly related to the purposes and situations of the context or established topics. Students continue to expand vocabulary to reflect the students' needs and interests in each thematic topic. Students continue to study practical, day-to-day use of language in a broader context. Daily practice through

performance-based instruction will facilitate the development of language as students gain insight into cultures of French speaking countries. ***New students, whether freshmen or transfer, should speak to their teacher and counselor if they are experiencing difficulty in French or Spanish.***

French 3 Honors

While the general content of honors level French 3 is similar to French 3 CP, the honors course focuses on more in-depth knowledge of content, a greater refinement of language proficiency, and moves at a more accelerated pace. This course is comparable in terms of workload and emphasis to IB or AP classes, as more challenging academic work is given to students. It is recommended for highly motivated students because of the quality, as well as quantity, of the work expected.

This course builds on and reinforces language capacity acquired in French 1 and 2. The student progresses in the ability to communicate using new vocabulary and structures, and develops a deeper understanding of the cultures of French speaking countries. Greater emphasis is placed on linguistic competence and accuracy in this course and in each successive year of language study. Students read and discuss authentic materials, including poetry, stories, news reports, film, magazine articles and literature.

French 4 Honors

This course focuses on the development of greater language proficiency with increasing emphasis on refining language use appropriate to various socio-cultural contexts. Students continue to expand and refine their ability to communicate in both oral and written form, to understand as well as produce language with appropriate accuracy, and do it in ways that reflect an understanding and appreciation of the cultures of French speaking countries. Students will read and discuss in greater depth authentic materials including poetry, stories, news reports, film, magazine articles and literature.

French 5 Honors

This course enables students to expand language capacity through a broad range of interdisciplinary contexts with emphasis on refining language use appropriate to various socio-cultural contexts. This level is distinguished from AP in both instructional strategies and content. Students' proficiency is refined in the culmination of the study of a language system that involves spoken and written language, nonverbal communication, knowledge of discourse style, as well as the integration of cultural understanding through its products, practices and perspectives.

Advanced Placement French Language

Prerequisite:

- **French 4 Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks**

The Advanced Placement course places high emphasis on the mastery of linguistic competencies at a very high level of proficiency. This is a college level course designed to develop the students' ability to understand and speak French in various conversational settings, to read newspapers, magazine articles,

and literary texts, to fine-tune the more advanced aspects of French grammar, and to write formal essays. **Each student enrolled in this course will take the Advanced Placement examination.**

Note: Students who are rising seniors in French 3 Honors may ask to be considered for AP Level. However, they must be recommended by their French teachers after taking a diagnostic assessment. If the student is not a rising senior, permission to take AP French Language & Culture would only be granted in exceptional cases. IF the student in Level 3 is recommended for AP French and opts not to take the course, that student will be placed in French 4 Honors.

Spanish 1

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

Spanish 2

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

Spanish 3 Honors

While the general content of honors level Spanish 3 is similar to Spanish 3 CP, the honors course focuses on more in-depth knowledge of content, a greater refinement of language proficiency, and moves at a more accelerated pace. This course is comparable in terms of workload and emphasis to IB or AP classes, as more challenging academic work is given to students. It is recommended for highly motivated students because of the quality, as well as quantity, of the work expected.

This course builds on and reinforces language capacity acquired in Spanish 1 and 2. The student progresses in the ability to communicate using new vocabulary and structures, and develops a deeper understanding of the cultures of Spanish speaking countries. Greater emphasis is placed on linguistic competence and accuracy in this course and in each year of successive language study. Students read and discuss authentic materials, including poetry, stories, news reports, film, magazine articles and literature.

Spanish 4 Honors

This course focuses on the development of greater language proficiency with increasing emphasis on refining language use appropriate to various socio-cultural contexts. Students continue to expand and refine their ability to communicate in both oral and written form, to understand as well as produce language, and do it in ways that reflect an understanding and appreciation of the cultures of Spanish speaking countries.

Spanish 5 Honors

This course enables students to expand language capacity through a broad range of interdisciplinary contexts with emphasis on refining language use appropriate to various socio-cultural contexts. This level is distinguished from AP in both instructional strategies and content. Students' proficiency is refined in the culmination of the study of a language system that involves spoken and written language, nonverbal communication, knowledge of discourse style, as well as the integration of cultural understanding through its products, practices and perspectives.

Advanced Placement Spanish Language

Prerequisite: Spanish 4 Honors – With a Year Grade Average of 90 or Above by the End of the Third Nine Weeks

The Advanced Placement course places high emphasis on the mastery of linguistic competencies at a very high level of proficiency. This is a college level course designed to develop the students' ability to understand and speak Spanish in various conversational settings, to read newspapers, magazine articles, and literary texts, to fine-tune the more advanced aspects of Spanish grammar, and to write formal essays. **Each student enrolled in this course will take the Advanced Placement examination.**

Note: Students who are rising seniors in Spanish 3 Honors may ask to be considered for AP Level. However, they must be recommended by their Spanish teachers after taking a diagnostic assessment. If the student is not a rising senior, permission to take AP Spanish Language & Culture would only be granted in exceptional cases. If the student in Level 3 is recommended for AP Spanish and opts not to take the course, that student will be placed in Spanish 4 Honors.

South Carolina Seal of Biliteracy

The STAMP test will be administered each year in French and/or Spanish at the Levels required by CCSD, in order for students to have the best possibility of gaining the Seal of Biliteracy before graduation. The test will be administered in April digitally.

Additionally, any student wishing to earn the **Seal of Biliteracy** in English and a second language in which they are fluent may request to take the STAMP in that language. Please speak to your school counselor.

Physical Education

Course Title	Course Number(s)	Credit
Physical Education 1	344100CW	1
Personal Health	340200CH	0.5

Physical Education 1

This co-educational course is designed from a variety of activities to provide students with choice and the skills to live a healthy lifestyle. Two semester courses must be passed. Physical Education I is designed from six activity strands: Fitness for Life; Net/Racket Activities; Team Activities; Outdoor Pursuits; Individual Activities; and Dance. **Students are required to dress out each day as specified by the physical education instructor.**

Beginning in the 2019-2020 school year, all Freshmen will be required to enroll in the online health (Comprehensive Health, .5 credit) course through the SC Virtual School Program to meet the Health graduation requirement. This course can be taken during any summer after freshman year or during the academic year. Please visit www.virtualsc.org for registration dates and enrollment information.

Fine Arts

Quality arts education is an essential part of a complete education for all students and critical to their success in the 21st Century. The arts are central to the learning process. Children begin learning through scribbling, making up rhythmic sounds, moving and dancing, and playing creative games. An effective arts program builds on these early experiences and extends them through a curriculum that engages students in the comprehensive, sequential study of the arts.

All courses are offered as electives. Drama courses are taught by the English or music teacher. Band, choral, and orchestra students may receive acceptance into an honors level course through the audition process. The audition must demonstrate that the student can proficiently perform grade level five music. Furthermore, all honors courses must focus on performing music at the level five grade or higher.

Visual Arts

Course Title	Course Number(s)	Credit
Art 1	350100CW	1
Photography 1	456600CW	1
AP Studio Art: Drawing	357200AW	1

Art 1

Grade Levels: 9, 10, 11, 12

- **Fees will be involved.**

This course is designed for students who have had limited or no prior preparation in art. The course content includes concentration in the major areas of critical analysis, creative expression and production, cultural heritage and aesthetic perception. Students will study the visual principles and elements of design, and the media and production skills involved in creating artwork. Examples include but are not limited to drawing from life, painting, color theory, perspective and calligraphy. A diverse selection of artists, art history, and styles will be studied. Criteria for critically assessing a variety of products and making informed choices will be explored.

Photography 1

Grade Levels: 10, 11, 12

- **Fees will be involved.**

Photography 1 is a course designed for the highly motivated student who is interested in the study of photography as an art form. The proper use of a manual 35mm film camera and its relation to digital cameras will be addressed. Topics include a survey of photography history, composition, study of the work of a diverse group of photographers, technical skills, wet darkroom processing, the elements and principles of design as they relate to photographic compositions, critiquing, and career strands. Students may use their own cameras or may be issued school cameras and will be responsible for their replacement if lost or damaged. **Due to limited darkroom space, the class is limited to 20 students.**

Advanced Placement Art Studio: 2D Design & Drawing

Prerequisite: Art 1 OR Prior Formal Art Training

Note: For students with art experience at another institution, a portfolio of work examples of drawing from life, painting, 2D design must be submitted for teacher consideration before signing up for the course.

Grade Level: 10, 11, 12

Prerequisite: Art 1

- **Fees will be involved.**

This course is designed for the artistically advanced student wishing to receive college credit.. In order to succeed in this course, the student must be prepared to devote at least 2-4 hours of art-making outside the classroom each week. Self-motivation is essential. The course content is specified by the Advanced Placement Course Description published by the College Entrance Examination Board. **Each student enrolled in this course will submit an Advanced Placement Studio Art portfolio.**

Music

Course Title	Course Number(s)	Credit
Guitar 1	459980CW	1
Guitar 2	458000CW	1
AP Music Theory	357600AW	1

Guitar 1

Grade Level: 10, 11, 12

This class is designed for the beginning guitarist. Throughout the course the student will learn a history of the guitar and guitar-based music. They will also be exposed to music theory, scales, arpeggios, chord construction, note-reading, improvisation, forms of songs, and the aesthetics of arranging, as well as basic composition. The student will learn basic guitar technique through a wide variety of guitar music focused mainly on folk and Americana tunes.

Guitar 2

Grade Level: 10, 11, 12

This course is designed for the student who has completed the beginning guitar course or who has already completed approximately at least a year of private guitar instruction. The students will learn guitar technique and applications through music theory. This class will expand on note-reading, chord-construction, the aesthetics of arranging, and composition. The students will be exposed to a wide variety of guitar-based music and a variety of styles of guitar playing.

For both of these classes, students will need to provide their own acoustic guitars. Support is available from the school as needed.

Advanced Placement Music Theory

Prerequisite: Participation in Band, Chorus, Strings, or other experience, which would provide a musical background.

Grade Level: 10, 11, 12

This course is designed for musically advanced students who wish to develop knowledge of the principles of musical construction and notation. The course is designed to provide students with knowledge of fundamentals such as music notation, rhythm, scales, intervals and choral constructions with keyboard experience as it relates to the study of these fundamentals. Ear training to include melodic and rhythmic dictation will be developed. Students will create simple compositions to be performed in class. The course content is specified by the Advanced Placement Course Description published by the College Entrance Examination Board. **Each student enrolled in this course will take the Advanced Placement examination.**

Career and Technology Education

The mission of the Charleston County School District's Career and Technology Education programs is to provide students with a non-duplicative sequence of secondary and post-secondary courses in which academic and technical knowledge and skills can be acquired so that students can be prepared for further education and for current and emerging career fields.

Studies have shown that students who complete a rigorous academic core combined with a career pathway perform better in high school, are less likely to drop out of high school, and are more likely to continue on to postsecondary education. The Career and Technology Education programs in Charleston County are grouped into sixteen career clusters. Within these career clusters, students choose a career major and complete courses that potentially lead to an industry-recognized credential or certificate, an associate degree, and/or a baccalaureate degree. AMHS Engineering courses are implemented using the Project Lead the Way curriculum. These PLTW courses can be dual-credit weighted courses with the passing of the year-end EOC exam.

Cluster: Science, Technology, Engineering, and Mathematics

Course Title	Course Number(s)	Credit
PLTW Introduction to Engineering Design	605100HW	1
PLTW Principles of Engineering	605000HW	1
PLTW Aerospace Engineering	605600HW	1
Interns That Work	379966CH	1

PLTW Principles of Engineering

Prerequisite: Concurrent Enrollment in Algebra 1 Honors and English 1 Honors

Grade Level: 9, 10, 11, 12

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

PLTW Introduction to Engineering Design

Prerequisite: Principles of Engineering

Grade Level: 10, 11,12

Introduction to Engineering Design is an introductory course that develops student problem solving skills with emphasis placed on the development of three-dimensional computer models. Students will learn a problem solving design process and how it is used in industry to manufacture a product. A Computer-Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned and equipment used is state of the art and are currently being used by engineers throughout the industry.

PLTW Aerospace Engineering

Prerequisite: Introduction to Engineering Design OR Principles of Engineering

Grade Level: 10, 11,12

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

Cluster: Information Technology

Course Title	Course Number(s)	Credit
AP Computer Science Principles	477500AW	1
AP Computer Science A	477100AW	1
PLTW Computer Science Essentials H	637200HW	1
PLTW Cyber Security Fundamentals	637800HW	1

PLTW Computer Science Essentials H

Grade Level: 9, 10, 11, 12

PLTW CSE introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming text-based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language.

The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

AP Computer Science Principles

Prerequisite: Computer Science and Software Engineering OR Introduction to Engineering Design OR 9th Grade Permission by the Instructor

Grade Level: 9, 10, 11, 12

Introduces introductory programming concepts. Not language specific and it culminates in an AP Exam for AP Credit. This is the prerequisite for AP Computer Science A. **Each student enrolled in this course will take the Advanced Placement examination.**

AP Computer Science A

Prerequisite: Computer Programming OR AP Computer Science Principles

Grade Level: 10, 11, 12

Covers a typical first-semester college course in programming using JAVA+. Fundamental programming concepts introduced in the Honors Computer Programming course are incorporated with data structures and data types, procedures and functions, searching and sorting, program correctness and testing, and programming styles. **Each student enrolled in this course will take the Advanced Placement examination.**

PLTW Cyber Security Fundamentals

Prerequisite: AP Computer Science Principles OR AP Computer Science Application

Grade Level: 10, 11, 12

Cyber Security Fundamentals introduces the core concepts and terminology of cyber security and information assurance. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, and the best practices management. The fundamental skills cover network security, testing, and validation; compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; cryptography; and a broad range of other topics. Students will be introduced to TestOut Software. Students who successfully complete this course will be prepared to sit for the Microsoft MTA Security and the Certified Information Security Professional Associate (CCISP) certification exams.

PLTW Computer Science Essentials H

PLTW CSE introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language.

The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today

AMHS Study Hours Worksheet

We want AMHS students totake challenging courses and to become disciplined students, who can effectively organize their time to incorporate study, athletic competition, community service and down time with family and friends. Although AP and honors courses are challenging, most students can achieve success if they have the time to study outside of class.

Honors Courses	*Estimated Study Hours/Week	Summer Work	Hours for Courses you are Requesting
Algebra 1 H	2 hours	0 hours	
Algebra 2 Honors	4 hours	3 hours	
Calculus H	3 hours	0 hours	
Geometry H	2 hours	3 hours	
Precalculus H	4 hours	0 hours	
Probability and Statistics H	2 hours	0 hours	
English 1 Honors	2 hours	1 book with assessment during 1st week	
English 2 H	2 hours	2 books; quiz in 1st week	
English 3 Honors	2 hours	2 books; 2 writing assignments; quiz in 1st week	
English 4 Honors	1 hour	1 book; 1 writing assignment; quiz in 1st week	
Anatomy and Physiology H	2 hours	0 hours	
Biology 1 H	2.5 hours	0 hours	
Biology 2 H	2 hours	0 hours	
Chemistry 1 H	2 hours	0 hours	
Environ Science H	2 hours	0 hours	
Marine Science H	2 hours	0 hours	
Physics H	3 hours	0 hours	

Honors Courses	*Estimated Study Hours/Week	Summer Work	Hours for Courses you are Requesting
Human Geography H	2 hours	0 hours	
Modern World History	1.5 hours	0 hours	
U.S. History H	2 hours	0 hours	
U.S. Government History H	2 hours	0 hours	
Economics and Personal Finance H	2 hours	0 hours	
French 1	2 hours	0 hours	
French 2	2 hours	2 hours; presentation	
French 3 H	2 hours	2 hours; presentation	
French 4 H	2 hours	2 hours; presentation	
French 5 H	2 hours	2 hours; presentation	
Spanish 1	2 hours	0 hours	
Spanish 2	2 hours	2 hours; presentation	
Spanish 3 H	2 hours	2 hours; presentation	
Spanish 4 H	2 hours	2 hours; presentation	
Spanish 5 H	2 hours	2 hours; presentation	
PLTW Aerospace Engineering H	2 hours	0 hours	
PLTW Computer Science Essentials H	2 hours	0 hours	
PLTW Cybersecurity H	1 hour	0 hours	
PLTW Principles of Engineering H	4 hours	0 hours	
Guitar 1	1 hour	0 hours	
Guitar 2	2 hours	0 hours	

AP Courses	*Estimated Study Hours/ Work	Summer Work	Hours for Courses you are Requesting
AP Drawing Course – AP Central College Board	3 hours	5 hours	
AP Biology Course – AP Central College Board	2.5 hours	0 hours	
AP Calculus AB Course	4 hours	0 hours	
AP Calculus BC Course	6 hours	0 hours	
AP Research Course	2 hours	0 hours	
AP Seminar Course	2hours	0 hours	
AP Chemistry Course – AP Central College Board	3 hours	0 hours	
AP Computer Science A Course	3 hours	0 hours	
AP Computer Science Principles Course	2 hours	0 hours	
AP English Language and Composition Course – AP Central College Board	3 hours	4 books; selective annotations; quiz on 1st day	
AP English Literature and Composition Course	3 hours	2 books; written assignments	
AP Environmental Science Course – AP Central College Board	2.5 hours	0 hours	
AP European History Course	3 hours	1 hour	
AP French Language and Culture Course	2 hours	10 hours–Viewing TV series	

AP Human Geography Course – AP Central College Board	3 hours	0.5 hours	
AP Macroeconomics Course	3 hours	0 hours	
AP Music Theory Course	3 hours	0 hours	
AP Physics 1: Algebra-Based Course	4 hours	0 hours	
AP Physics C: Electricity and Magnetism Course	5 hours	0 hours	
AP Physics C: Mechanics Course	4 hours	0 hours	
AP Psychology Course – AP Central College Board	3 hours	0 hours	
AP Spanish Language and Culture Course and Exam Description	2 hours	10 hours–Viewing TV series	
AP Statistics Course – AP Central College Board	3 hours	Movie & book	
AP United States Government and Politics Course – AP Central College Board	3 hours	0 hours	
AP United States History Course	4 hours	0 hours	
AP World History: Modern Course	2 hours	0.5 hours	
AP African American History	3 hours	1 hour	

Academic Magnet High School Career Clusters/Majors

Cluster: Arts and Communication

Major: AP

Requirements: Four AP Courses

Major: English

Requirements: Creative Writing, Newspaper, Yearbook

Major: Modern and Classical Languages

Requirements: Four Courses – French 2, 3, 4, 5, AP French OR Spanish 2, 3, 4, AP Spanish

Cluster: Science, Technology, Engineering and Math

Major: Science

Requirements: Four Higher Level Courses Required – AP Science Courses, Physics, Marine Science, Anatomy and Physiology

Major: Computer Science

Requirements: Four Courses – AP Calculus AB/BC, Honors Calculus, Computer Programming, AP Computer Science

Major: Engineering

Requirements: Four Courses – Project Lead the Way Courses in Introduction to Engineering Design, Principles of Engineering, Civil Engineering, Digital Engineering

Major: Mathematics

Requirements: Four Courses – Honors Calculus, AP Calculus AB/BC, AP Physics, Honors Probability and Statistics, AP Probability and Statistics, Computer Programming, AP Computer Programming