Charleston County
School of the Arts
Program of Studies 2022-2023

Charleston County School of the Arts

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Introduction

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

The Charleston County School District's Program of Studies provides students and parents with a framework of information relevant to the secondary level. The design for the secondary curriculum provides flexibility to meet the unique needs of individual high schools. Detailed information concerning course offerings and content are available at each high school. Information about the high school programs and curriculum can be obtained from each school's guidance office or by viewing the Program of Studies posted on the school's 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 1972 Education Amendments, or on the basis of handicap as required by Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act, PL 101-476; and other Civil Rights Laws.

This document contains Charleston County School District information current as of April 2022.
State and District policy and regulation updates are available at the following websites:

www.ccsdschools.com • www.eligibilitycenter.org • naia.cstv.com • ed.sc.gov

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The Mission Statement of School of the Arts

At SOA our purpose is to provide a supportive educational environment where academic and artistic challenges engage students and lead them to develop and use their talents to pursue goals and contribute to society.

Criteria to Maintain Enrollment

In order to remain in good standing, students must be on track for on time graduation and earn at least an overall 80% in the art major when averaged at the interim of the 4th quarter. Students may not return to School of the Arts if they are not on track for on time graduation, fail a re-audition, earn less than a 60 as an overall average in an art major class at the end of the year, or at the discretion of the school or constituent board.

Artistic Probation Policy

Beginning in the 7th grade, and continuing through the 11th grade, students who have an end of the year average of 79 or less will be required to re-audition before the end of the school year to remain a student at SOA. A committee will audition probationary students to determine their continued enrollment.

Students must continue to develop the talent which gained them acceptance to SOA. If a student's lack of effort or interest results in his or her being placed on artistic probation, the student has the opportunity to improve his or her level of performance. If the level of performance does not improve, then the student must re-audition in order to be readmitted to SOA.

Change of Major Procedure

Students at SOA are allowed to change to a different art major only once. A student desiring a change of major must complete the Smart Choice Online Application by the deadline. The student will be allowed to audition for two different art areas if they choose to. Students should prepare and practice for the audition in a serious manner as each student has only one opportunity to audition. They will need to follow the audition requirements which will be posted on our website. If the student passes the audition, and there is space in the major area, the student will begin in the new art major the next school year. If the student does not pass the audition, and has earned at least an 80 for the year, he/she will be allowed to remain in the current art major. If a student auditions, but isn't able to move to the new major, he/she will be allowed to audition again. Students are allowed to change to the new major only once.

Commencement Exercises & Graduation Guidelines

For students who are approved to graduate early or do not complete the 12th grade major requirements, the following requirements were approved by the SOA Leadership Team:
- Students, who complete an accelerated program, skip their 11th grade major classes and successfully complete the 12th grade requirements for their major will walk with their major at the graduation ceremony

- Students who take an accelerated program, complete the 11th grade major requirements and do not complete the 12th grade requirements for the major will walk at the end of the line at the graduation ceremony
- Students who are enrolled in 12th grade but receive a failing grade for their major will not walk with their major at graduation. To remain a student in good standing with their graduating class, students must complete 2 credits within their Fine Arts major, excluding Art electives, in order to graduate with their Art major. If the student completes all requirements for a SC High School Diploma, he/she may participate in graduation, but will walk at the end of the line at the graduation ceremony.

School of the Arts Credential

Students attending the School of the Arts may earn a special credential, the SOA Credential. The SOA Credential seeks to build upon a tradition of shared partnership with the artistic community and working professionals, create a culture of service learning and community involvement, advance student understanding of all arts disciplines, and promote high expectations for student achievement in both the arts and academics. The SOA Credential is endorsed by the CCSD School Board and the South Carolina Arts Commission.

SOA CREDENTIAL REQUIREMENTS

Students must accomplish specific requirements in order to earn this special credential:
- Senior Thesis
- Art Appreciation, AP Art History, or Music Appreciation credit
- Minimum 3.0 GPA
- 20+ hours of community service per year
  - Up to 10 hours of "Your Choice" service (arts, church, or other)
  - Mandatory 10 hours of service working with an organization (or multiple organizations) on the SOA Pre-Approved Organizations List
    - Students may do all 20 hours with SOA Pre-Approved Organizations
    - From September to December the SOA Credential Committee will consider adding organizations to the pre-approved list if a written request is submitted including a description of the work and who or what is benefited by the work.

SOA Credential with Service Distinction
- Senior Thesis
- Arts and Humanities, Art Appreciation or AP Art History credit
- Minimum 3.0 GPA
- 40 + hours of community service per year
  - All service must be completed with the SOA Pre-Approved Community Service Organizations
- In their senior year, students must lead/organize SOA-sponsored community service projects (adult mentors required)
  - Students must present their projects to the Credential Committee by Labor Day for approval

South Carolina High School Diploma Requirements

In order to receive a SC state high school diploma, the students 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)

Subject	Diploma Requirements
English/Language Arts	4 Units
Mathematics	4 Units
Science	3 Units (Including 1 unit of Biology)
United States History & Constitution	1 Unit
Economics	½ Unit
United States Government	½ Unit
Other Social Studies Elective	1 Unit
Physical Education or Junior ROTC	1 Unit
Computer Science	1 Unit
World Language** OR Career & Technology Education***	1 Unit
TOTAL CORE UNITS	**17 UNITS**
Electives:	7 Units ****
TOTAL UNITS	**24 Units**

** Many colleges and the South Carolina State Department of Education recommend that college bound students earn 2 – 3 units in the same foreign language. Most four-year colleges/universities require at least two years of the same foreign language.

*** A Career and Technology unit used to meet the computer science unit required for graduation cannot be used to meet the Tech Prep unit requirement for graduation. An approved sequence of Career and Technology courses (4 units) leading to a career goal will be program completers and receive a Completer certificate in addition to their South Carolina High School Diploma.

**** A unit of study, which meets the Comprehensive Health Requirements, must be included in a course completed by the student prior to graduation such as Personal Health, Community Health, Human Health and Development, Family and Consumer Sciences, Health Sciences, or Health Science Technology (as of 2017-2018 this I included in PE at SOA).

South Carolina Four-Year College Requirements

Students planning to attend four-year public colleges and universities in South Carolina must meet the following requirements. It is strongly suggested that students interested in attending other four-year colleges contact the schools' admissions office for specific admission requirements. Some schools may require additional courses.

Subject	4 Year College Requirements
English	4 units
Math *	4 units* • CP Algebra 1 **OR** Algebra 1 Pt 1 & Algebra 1 Pt 2 • Geometry • Algebra 2 • 4th higher-level math class
Science**	3 units** *See notes below for specific requirements*
US History	1 unit
Economics	½ unit
Government	½ unit
Social Studies	1 unit
PE/ROTC	1 unit
World Language	2 units of the same language **Some four year universities require 3 units of the same world language for admission.**
Fine Arts	1 unit in Fine Arts***
Electives	2 additional units ****

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

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

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

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

Special Notes Related to SC Four Year College Requirements:

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

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

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

- It is the responsibility of each school district to disseminate this set of requirements to entering freshmen students interested in pursuing a four-year college degree in South Carolina upon graduation from high school. Additional information is available at http://www.che.sc.gov/CHE_Docs/academicaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019%20(1).pdf

College and Career Readiness Indicators

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

A STUDENT IS CONSIDERED "COLLEGE READY" IF...	A STUDENT IS CONSIDERED: "CAREER READY" IF...
• Scores a composite score of 20 or higher on the ACT OR • Scores a composite score of 1020 or higher on the SAT OR • Scores a 3 or higher on an Advanced Placement exam in English, Mathematics, Science or Social Studies, or an AP Capstone OR • Scores a 4 or higher on an IB assessment in English, Mathematics, Science or Social Studies OR • Completes at least six (6) credit hours in dual enrollment courses in an English or STEM course with a grade of C or higher	• Earns a scale score of 31 on the ASVAB OR • Earns a Silver, Gold or Platinum WIN Certificate on the Ready to Work exam OR • Is a CATE Completer and, where applicable, has earned a national industry credential that is approved by the SC Department of Commerce OR • Completes a registered apprenticeship through Apprenticeship South Carolina OR • Completes a documented work-based learning experience

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).

The EEDA and Charleston County School of the Arts

The Charleston County School of the Arts holds high standards and expectations for all students and provides a rigorous curriculum that will prepare them for post-secondary education. In South Carolina, a framework for curriculum planning that aids students in becoming successful, passionate, lifelong learners. The framework offers a plan by which students and parents can, along with the school counselor, map out students' courses with academic requirements and areas of interest as applicable to career paths.

In the eighth grade, students choose a broad category of professions in which they have interest called a Career Cluster even if their selected Cluster/Major is not offered at School of the Arts. In this case, students are encouraged to pursue taking relevant courses or other Work Based Learning Opportunities at other locations, if possible. This gives students an opportunity to move toward college and career choices based upon his/her interests.

Students at the Charleston County School of the Arts must have a Performing or Visual Arts major from the Arts, A-V Technology/Communications Cluster, but may be interested in a career in the Education, law, or Business field (for example). Students are required to complete a Performing or Visual Arts major for SOA; however, fulfillment of other major areas, even if declared in tenth grade, is not required.

For example, if a student were a Performing Arts Major (in the Arts, A-V Technology-Communications Cluster) at SOA, but also had great interest in Education, he/she could declare a major in Performing Arts and Education and Training in the tenth grade. In order to graduate from SOA, he/she would be required to complete his/her Performing Arts Major requirements. Additionally, this student would take the Teacher Cadet course to fulfill some of the requirements for the Teaching and Training major.

Course Load

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

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

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

Grade Classification

Grade 9	Grade 10
In order to be classified as a ninth grade student, the individual must have met the requirements and be promoted from the 8th grade.	In order to be classified as a tenth grade student, the individual must have completed six (6) units to include: • One unit of English • One unit of Mathematics
Grade 11	Grade 12
In order to be classified as an eleventh grade student, the individual must have completed twelve (12) units to include: • One unit of English 1 • One unit of English 2 • Two units of Mathematics • One unit in Science	In order to be classified as a twelfth grade student, the individual must have completed eighteen (18) units to include*: • One unit each of English 1, 2 and 3 • Three units in mathematics • Two units in science

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

** When, based on the student's schedule, it is anticipated that a student will complete graduation requirements by the end of the school year, the student may be placed in a senior homeroom and classified as 12th grade, even if all of the units listed above are not completed.

Attendance Requirements/Denial of Credit

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

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

Course	Required Attendance for Credit	Maximum Absences (Lawful and/or Unlawful Absences)
90 day course	85 days	No more than 5 day absences

45 day course	42 days	No more than 3 day absences
180 day course	170 days	No more than 10 day absences

Visit the following websites for additional Information:

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

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

Guidelines for Denial of Credit

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

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

Appeals Process for Denial of Credit

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

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

Accelerated and Early Graduation

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

Both Accelerated Graduation and Early Graduation may affect admissions, scholarship opportunities and/or financial aid. Students and parents/guardians should contact the student's intended college(s) to determine the effect of graduating at any other time than at the end of the student's traditional senior year. It is important to note that Early Graduates, those graduating at the end for 1st semester and summer graduates, will not be a part of the final class ranking. Only May/June class rankings are used to qualify for

State supported scholarships (LIFE, HOPE, Palmetto Fellows). Additional guidance is provided on the Commission on Higher Education website at https://www.che.sc.gov/Students,FamiliesMilitary/LIFE/HighSchoolEarlyGraduationInformation.aspx.

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.

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

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

Pass (P)/Fail (F) Grades

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

Transferring Courses with Honors Weight

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

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

Local Board Approved Courses

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

Non-accredited School Grades (Including Homeschool Grades

Non-accredited School Grades (Including Homeschool Grades) Students enrolling from non-public schools, which meet the accreditation definition as defined by Regulation 43-273, will have credits accepted. Districts are encouraged to establish local board policy to address a non-accredited school's transfer grades and credits. Options for validation may include administration of district-approved assessments, examination of student work to include any supporting valid documentation, assignment of the 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.

Foreign Exchange Program

Study Abroad
- Charleston County School District students who opt to participate in a foreign exchange program must withdraw from SOA. If a student wishes to return to SOA, then they must pass the re-audition process to become re-enrolled. A student's re-enrollment is also contingent upon space availability.
- The student must obtain prior approval in writing from the home school principal before going abroad.
- A course of study should be planned that would enable a student to earn credits similar to those earned at the home school. Math, science, some history, foreign languages, and computer courses should be closely associated with our own offerings.
- A student may be required to earn his/her English credit on his/her return to CCSD or to turn in work from a pre-approved independent study program equivalent to one unit of credit. United States history, American government, and Economics would have to be taken here.
- A certified transcript from the exchange school would need to 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

Special Education

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

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

State High School Diploma & the SC Credential

Most students with disabilities are able to earn a State high school diploma. Given the varying levels of student achievement, some students are unable to complete this required high school coursework. As a result, the State Board of Education, through the Department of Education and in collaboration with the Department of Vocational Rehabilitation, the Department of Employment and Workforce, businesses, and stakeholders, have developed criteria for a uniform state-recognized employability credential for rising 9th grade students (2018-2019) and beyond that is aligned to the program of study for students with a disability whose Individualized Education Program (IEP) team determines, and agrees in writing, that a diploma pathway would not provide a free appropriate public education (FAPE). This program of study is an alternative option for students with disabilities who meet criteria of eligibility and whose IEP team has determined most appropriate. The SC High School Credential will provide a course of study designed to equip students with skills, knowledge, and work ethic needed to succeed in today's job market. This program of study is not a SC High School Diploma. It is not for all students with disabilities. It is a career-based educational program aligned with the Profile of the SC Graduate. Students must complete 24 units of coursework, a career portfolio that includes a multimedia presentation project, work readiness assessment results that demonstrate the student is ready for competitive employment, and at least 360 hours of work-based learning/training. Additional information can be found at: https://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/sc-employability-credential/

The SC Credential Overview (graduating class of 2022 and beyond

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

Employability Education	4 Credits
Electives	6 Credits
Total for Employability Credential	24 Credits
Career Portfolio	
Work Readiness Assessment	
Work Based Learning/training	360 Hours

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

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

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

Adult Education

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

State Board Regulation 43-259: GRADUATION REQUIREMENTS: A student has two courses of study to earn their high school credential. Students can meet current requirements for graduation and receive a State of South Carolina High School Diploma or study to prepare for the State GED Test and receive a State of South Carolina High School Equivalency Diploma. Students must be at least 18 years of age or have approval from the local school board to attend the Adult Education Program. No student shall graduate from adult education prior to the time that he or she would have graduated from the K-12 program.

Special Education students 22 and under, who received special education services while enrolled in K-12, must have an IEP meeting prior to enrolling in Adult Education. The IEP team will determine if Adult Education is an appropriate referral. Currently enrolled K-12 students and students who withdrew from K-12 in the past 2 years should contact their IEP case manager at the home school to begin the referral process.

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

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

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

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

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

High School Equivalency Diploma (R43-259 Section B)

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

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

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

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

Enrollment in Adult Education

The following information and procedures are necessary to assist with the enrollment of a student in the Adult Education program. Students 17 years of age must have the local school board (constituent) letter to enroll.

High School Diploma Program – Adult Education

To enroll in the high school diploma program students must bring the following from their K-12 school:
- Official school withdrawal letter
- Unofficial Transcript
- Copy of Birth Certificate
- Local school board constituent letter if 17 years old
- Official transcripts and test scores will be requested by Adult Education

After the transcript is evaluated, Adult Education staff will meet with the student to discuss academic goals, career goals and courses required for graduation.

Adult Education Courses

Direct Instruction

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

Virtual SC/Online

Additional credit courses for graduation are offered online

GED Preparation

To enroll in GED Preparation classes students must be officially withdrawn from the K-12 program, provide an unofficial transcript, and have local school board (constituent) letter of approval if 17 years of age. The Office of Adult Education will make program recommendations, provide the State GED Applications, and facilitate the completion of the State Department of Education GED Testing Office Verification of School Withdrawal Form. Students can enroll in the GED Preparation Program with any number of credits.

Brochures detailing days, times, locations, and fees will be available at all School Counseling offices, constituent board offices and Adult Education sites at the start of each semester.

Courses Carrying Carnegie Units

Each school offers a comprehensive curriculum which best meets the needs of the students attending their school. Information about the high school programs and curriculum can be obtained from each school's school counseling office or by viewing the Program of Studies posted on the school's website.

Any course taken for credit outside of the traditional school setting must be approved by the Principal prior to enrollment in the course.

The uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying Carnegie units, including units earned at the middle or junior high school level.

College Preparatory Courses (CP)
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. These courses place emphasis on theory, research, problem solving and academic writing skills to help students become successful in college.

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

Honors Courses (H)
Honors courses, which extend and deepen the opportunities provided by courses at the high school level, are designed for students exhibiting superior abilities in the content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision making, and inductive and deductive reasoning. Independent projects are an integral part of the honors curriculum. Honors courses may be awarded at all levels of English, mathematics, science, and social studies.

Honors weighting may be designated in other content areas for the third and fourth level of the courses. Honors weighting may not be designated in Algebra 1 or any physical education courses. Foreign language and fine arts honors courses may also be designated for honors weight courses in which students are earning their third, fourth, or fifth Carnegie unit in the content area provided. One half of a quality point (.5) is added to the CP weighting for honors courses that meet the three criteria listed above.

These criteria apply to all courses including those offered online and in other nontraditional settings and those recorded on a transcript from an out-of-state school that is accredited under the regulations of the board of education of that state or the appropriate regional accrediting agency. Honors credit may be earned only for courses that have published syllabi that establish higher standards. See pp28-29 for prerequisites and course requirements to enroll in Honors classes.

Advanced Placement Courses (AP)
The following criteria apply to the College Board's Advanced Placement (AP) 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:
- AP courses are awarded a full quality point above the CP weighting. Seminar or support courses (science labs) for AP are weighted as Honors, but not as AP courses.
- Advanced Placement courses are designed for students ready for college level academic work.
- This program is operated by a national organization, the College Board, which defines course curriculum; provides teacher training; and administers a national standardize examination for each course.

By South Carolina regulation, students enrolled in an AP course funded by the state MUST take the AP exam administered by the College Board. Most colleges award college credit to students who earn at least a rating of "3" out of a possible "5" on the examination while others require a score of "4". Some colleges require successful completion of AP courses for admission to the college and do not award credits toward the college degree. Parents and students are advised to check with colleges for details.

College Credits While in High School
Students may obtain college credit while in high school through Dual Credit and Career and Technical Advanced Placement (CTAP). Any course taken for credit outside of the traditional school setting must be approved by the Principal prior to enrollment in the course.

Dual Enrollment/Credit Courses (DE)
Individual students only with the advanced approval of the principal may receive dual credit for courses taken from a college. Only courses applicable to baccalaureate or associate degrees offered by accredited institutions in South Carolina may be accepted. College courses which meet these criteria and are offered via distance learning or on the internet, also qualify.

Participating students receive high school Carnegie units toward high school graduation and receive college credit from the cooperating college. A three-semester-hour college course shall transfer as one full Carnegie unit. Tuition, books and other college course fees shall be at the expense of the student or his/her parents or legal guardians. These courses receive an additional quality point weight of 1.0 on the South Carolina Uniform Grading Scale.
Credit may be awarded for a correspondence course only upon the approval of the local superintendent or his or her designee. Students are responsible for verifying any college's acceptance of credits earned as dual credit. Enrollment in a dual credit course does not guarantee college acceptance.

Students are strongly encouraged to take core academic courses towards high school graduation requirements within the high school due to the rigor and relevance of the high school program. Due to any potential or anticipated scheduling conflicts, only those students will be considered to have granted permission to take core academic courses towards high school graduation requirements as part of a Dual Credit or Virtual School Program.

CCSD/South Carolina Virtual School Program Information Guidelines
The South Carolina Virtual School (VS) Program and CCSD's virtual course option can provide effective online learning opportunity for secondary students. Online courses provide an alternative for motivated students to meet graduation requirements. They can be used to resolve scheduling conflicts, as a homebound option, and to recover credit. They also provide a flexible option for students who require an alternative setting.

All virtual school courses must be taken through the SCVS. Enrollment must be approved by the Principal or designee PRIOR to enrollment. To begin the application process, the student should contact the school's school counselor for an information packet. Additional information, via the South Carolina Virtual High School Program, can be obtained by visiting http://ed.sc.gov/.

Online learning is not necessarily easier than the traditional educational process. In fact, many students say that it requires more time and commitment than traditional coursework. Students are required to participate in traditional courses when they are available at the school site. The following guidelines apply to Charleston County students:

1. **Enrollment in the SCVS must be approved by the Principal or designee PRIOR to enrollment.**

2. To begin the application process, the student should contact the school's on-site coordinator for information. It is important that the student and parent understand the student must take responsibility for the steps for enrollment and fully participating in the course including, but not limited to the student creating his/her account, completing the online technology assessment, and the parent or guardian creating his/her own account (including granting approval for the student to request a SCVS course).

3. Students may be awarded a **maximum of two online** initial credits in a school year, and **no more than ten** initial online credits throughout high school.

4. Local school districts shall accurately transcribe a student's final numeric grade to the student's permanent record and transcript.

5. Students enrolled in an on-line course for a unit of credit shall be administered appropriate state assessments in a proctored environment.

6. It is not the responsibility of the school, district, or State to provide home computer equipment and Internet access for enrollment in courses provided by the South Carolina Virtual School Program.

7. According to CCSD guidelines, a high school student has 12 weeks to complete a course and all courses must be completed per the pacing calendar provided by CCSD. The pacing calendar is provided with the registration materials. Upon request a middle school student can take a course for the entire year only if granted permission by the Principal.

8. The "CCSD Characteristics of Successful Online Learners" and "Dropping the Course" will be included among the registration materials.

Technology hardware, software, and Internet access are the responsibility of the student/parent registering for the course. CCSD assumes no responsibility for technical support nor will the district be obligated to provide hardware or software to facilitate access to courses.

South Carolina Uniform Grading Policy

The Legislative Mandate

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

> The General Assembly finds that given the fact the State provides substantial financial academic assistance to students of the State based on cumulative grade point averages and districts currently use a variety of grading scales, it is in the best interest of the students of South Carolina for a uniform grading scale to be developed and adopted by the State Board of Education to be implemented in all public schools of the State. Therefore, the State Board of Education is directed to establish a task force comprised of superintendents, principals, teachers, and representatives of school boards and higher

education no later than June 30, 1999. The task force shall make recommendations to the board including, but not limited to, the following: consistent numerical breaks for letter grades; consideration of standards to define an honors course; appropriate weighting of courses; and determination of courses and weightings to be used in the calculation of class rank. The task force shall report its findings to the State Board of Education no later than December 1, 1999. The State Board of Education shall then adopt and school districts of the State shall begin using the adopted grading scale no later than the 2000-2001 school year.

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

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

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

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

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

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

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

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

SC Uniform Grading Scale Conversions 10 - PT SCALE

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

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/ Dual Credit
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0–50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
–	WP	–	–	–
–	P	–	–	–
–	NP	–	–	–
–	AU	–	–	–

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

Grade Calculations

Numerical grades for the report cards issued in grades 9-12 shall be calculated as follows:

- *Quarter Grade* - numerical average of grades earned as recorded in the teacher's grade book calculated at the end of each quarter according to the teacher's grading policy (i.e., weighting of various assignments and assessments).
- *Semester Grade* - numerical average of the two quarter averages. A midterm exam grade may be included at the discretion of the teacher as long as it is included in the teacher's grading policy as approved by the principal. The midterm exam may contribute no more than 20% to the semester grade.
- *Final Grade* - A final examination must be administered for all Carnegie credit courses. The semester grade averages for S1 and S2 will contribute 40% each to the final course average. The final exam will account for 20% of the overall grade average in a course.

Grade Changes

Grades can only be changed on a report card, transcript or permanent record if the "CCSD Post-Marking Period Grade Change Form" is completed. The completed form is filed in the student's permanent record.

Incomplete Grades

A teacher may give a grade of **"incomplete" (I)** during the school year if, in the teacher's professional judgment, an extension of the time to complete course expectations is appropriate due to extenuating circumstances such as a documented long term illness or a death in the immediate family. **The teacher, student and parent will develop and sign a contract for completion of the course,** which will not extend beyond the end of the next semester or the conclusion of the school year. The principal must approve the contract and it is at the principal's discretion to approve any extension of the contact. The student's incomplete grade will be report as an "I." Once the work has been completed, the teacher will authorize the appropriate change in the grade by completing the "CCSD Post Marking Period Grade Change Form." If the work is not completed within the agreed upon time, the incomplete grade will be valued as a 51 or the student's average without the completed work, whichever is lower, and this numerical grade will be included in the student's grade point ratio. All final grades are numerical. An "I," Incomplete, cannot be a final grade.

Course Audit

Local boards may establish policy to allow a student to audit a course for no grade. The decision to audit must be made in advance of taking the course and the student must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course must be marked for "no credit" and "not included in GPA" at the student level. Students who audit a course that requires an End of Course Examination should not take the End of Course Examination Program (EOCEP). Districts may develop policy that students auditing an AP or IB course may take the examinations at their own expense since the state only provides funds for students formally enrolled in AP courses. Use the *Activity Coding System* manual for guidance on using course codes for auditing.

Withdrawing from a Course

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

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

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

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

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

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

Drop Out or Expulsion
Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following polices:
- The student will receive a WP if he or she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he or she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 51.

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.

Content Recovery

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

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

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

Content Recovery may be offered for students who fail a unit test in an academic course (English, math, science, or social studies). Students may be able to re-take the failed unit via the Edgenuity online curriculum, or assignments provided by the teacher. See your teacher to discuss Content Recovery as an option.

Credit Recovery

Definition

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

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

Grades

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

1. The original failing grade will remain on the transcript as is.

2. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as a "P" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of the "P" in the grade scale chart. Thus, the credit recovery course does not impact the student's GPA.

3. If a student fails the credit recovery course, the failing grade is entered as an "NP" as the final grade and transcribed to the numerical grade value of "0" as indicated by the addition of "NP" on the grade scale chart.

4. Please note, The NCAA may not accept Credit Recovery courses for purposes of awarding athletic scholarships/eligibility. Please visit http://www.ncaa.org/student-athletes/future/nontraditional-courses for the NCAA policy on "nontraditional courses".

5. **VERY IMPORTANT NOTE: A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.**

Rules and Procedures

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

1. All Credit Recovery courses must be approved by a parent/guardian in advance of the actual class start date

2. No more than two Credit Recovery courses may be taken per semester and no more than 4 courses per academic year.

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

4. Credit Recovery courses taken in a summer or extended year session must be completed by August 13th. Summer Credit Recovery courses completed by seniors will be counted in the most recently completed academic year. Courses taken by all other grade levels will be recorded in the next academic school year.

Instructional Methodology

1. CCSD's Credit Recovery program is administered through the CCSD Online Learning Program and utilizes Edgenuity, an online curriculum that is based on research-backed instructional strategies. Additional information can be found at ccsdschools.com/online-learning.

2. VirtualSC all offers a number of courses for Credit Recovery. Those courses can be viewed at https://virtualsc.org/

Report Cards and Transcripts

Report cards are distributed every nine weeks. Students are encouraged to manage their records of credits earned and needed to obtain their SC High School Diploma by scheduling and consultation conference with their assigned school counselor.

Selection of Honor Graduates

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

- Have been enrolled in the school for the entire junior and senior year; and
- Have the highest cumulative GPA in the senior class after all course grades taken in the spring semester of the senior year are posted and calculated into the GPA.

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

Only students that will receive a diploma for the 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 I or above] (four units); Mathematics [Algebra I or above] (four units); laboratory science (three units); social studies [United States/ South Carolina studies, Economics/Government, and one unit of global studies/world history, global studies/world geography, or western civilization] (three units); computer science (one unit); physical education (one unit); and foreign language (two units).

Awards & Scholarships

For all state awards, only those students who are candidates for a S.C. High School Diploma will be included in the calculations of class rank. Students in the Charleston County School District may receive the following award:

CCSD Board Scholar Certificate

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

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.

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

<h1 align="center"><u>State Scholarships</u></h1>

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:

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

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

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

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

Rank in the top 30% of the graduating class

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

    b. The rank must be based on all students who received their diploma during the traditional graduation ceremony typically in May/June. The graduating class cannot include any students who graduated during the summer, received a certificate, or did not graduate with a high school diploma during a given year.

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

LIFE Scholarship Enhancement - Initial Eligibility Requirements

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

PALMETTO FELLOWS Scholarship - Initial Eligibility Requirements

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

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

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

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

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

    1. Score at least 1200 on the SAT (27 on the ACT) by the June national test administration of the senior year; earn a minimum 3.50 cumulative GPA on the SC UGP at the end of the

senior year; and, rank in the top six percent of the class at the end of the sophomore, junior or senior year; OR

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

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

HOPE Scholarship

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

Award Amount:

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

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

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

HOPE Scholarship - General Eligibility Requirements

a. *Graduate from high school or complete an approved home school program as prescribed by law;*

b. *Attend an eligible South Carolina public or private college or university;*

c. *Be a South Carolina resident at the time of high school graduation and at the time of college enrollment;*

d. *Be a U.S. citizen or a legal permanent resident (who meets the definition of a eligible non- citizen according to State Residency Statutes);*

e. *Be enrolled as a full-time degree-seeking student;*

f. *Certify that he or she has never been convicted of any felonies and has not been convicted of any second alcohol or other drug-related misdemeanor convictions within the past academic year;*

g. *Verify that he or she is not in default and does not owe a refund or repayment on any Federal or State financial aid; and*

h. *Must not be a recipient of a LIFE Scholarship, Palmetto Fellows Scholarship, or Lottery Tuition Assistance.*

HOPE Scholarship - Initial Eligibility Requirements

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

NCAA Eligibility

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

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

NAIA Eligibility

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

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

High School Programs of Study

The High School Program of Studies is designed to provide all students a wide variety of challenging courses in all curricular areas. Schools must prepare students to succeed in the global economy of the 21st century. Students must acquire academic knowledge, technical skills, problem-solving abilities and teamwork techniques. This Program of Studies provides the opportunity for students to prepare for post-secondary education or to apply their skills in the workplace. Students select among courses appropriate for their career plans. Career guidance and counseling is provided to all students in assisting them to select courses that will prepare them for future career options.

Registration and Course Selection

Students and parents will have the opportunity to request courses for the following academic year using the student's IGP as a guide. Core subject teachers (English, math, social studies, science, and foreign language) will make *recommendations* for the next level course in the core subject area based on the student's performance during the current school year. *Standardized test data*, student grades (prior & 1st semester), and *Gifted and Talented Identification* will also be used in making recommendations.

If a student chooses to make selections in the core areas that are different from the teacher recommendation, the student and parent must sign a waiver and indicate the preferred course and level. The student must also write a full statement indicating the reason for waiving into the course level. *Waivers* can only be obtained from school counselors. In addition, the student may be given a test or writing prompt in the subject area to determine level of *proficiency*. Once a student submits a completed course waiver form to the school counseling department by the established deadline, the student will be required to remain in the course. The waiver will only be accepted if completed in its entirety and submitted to the school counseling department by the established deadline. Once school begins, schedule changes might not be possible.

Schedule Changes

Students are encouraged to choose courses carefully during the registration period. During the registration process, students must select alternative electives courses, in case their original request cannot be fulfilled. Every effort will be made to give students the electives they request, however, due to schedule conflicts, there is no guarantee that all course requests can be scheduled. Students must select courses totaling eight credits for each school year. *Requests for a specific teacher cannot be honored.* Seniors on track for graduation may request an early out or late in.

S.C. End-of-Course Examinations

End-of-Course Examination Program (EOCEP) is a statewide assessment. The Education Accountability Act of 1998 (EAA) requires the administration of end-of-course examinations in gateway and benchmark courses. The examinations, which count for 20 percent of the student's final grade currently include Algebra 1, English 1, US History and the Constitution, and Biology 1. All students must have taken the Biology 1 EOCEP test by the end of their second year after their initial enrollment in ninth grade. All students enrolled in courses in which the curriculum standards corresponding to these subjects are taught, regardless of course name or number, must take the appropriate tests.

AP Students and Parents of AP Students:
We want SOA's students to take challenging courses and become disciplined students, who can effectively organize their time to: incorporate study, pursuit of their art form, community service and down time with family and friends. Although AP courses are challenging, most students can achieve success and earn a 3 or higher on the AP test, if they have the time to study outside of class.

AP Study Time Needed
The amount of study time estimated for a student recommended for AP courses:

AP Course	*Estimated Study Hours/Week	Hours for courses you registered for
AP 2-D/3-D/Studio Art	8 hours	
AP Art History	3 hours	
AP Biology	3 hours	
AP Calculus AB	5 hours	
AP Chemistry	6 hours	
AP Computer Science Principles	4 hours	
AP English Language	4 hours	
AP English Literature	4 hours	
AP Environmental Science	3 hours	
AP Human Geography	5 hours	
AP Music Theory	2 hours	
AP Physics	4 hours	
AP Psychology	5 hours	
AP Statistics	5 hours	
AP US Government & Politics	1 Semester: 6 hours	
AP US History	5 hours	
AP World History	7 hours	
*Students who waive into classes will need to allocate additional time to be prepared to earn a 3 or higher on the AP exam.		
Your total outside of class AP study hours/week:		
Estimated study hours/week for other courses:		
Hours/week outside of class for art major:		
Hours/week for extracurricular & sports & community service:		
Your total hours/day:		
Your total hours/week:		

AP Rigor:
One organization summed up the AP rigor in the following:
"The workload in A.P. courses is often heavy. They demand a serious commitment of time and energy from students. They are designed to expose you to college level course requirements. If standard high-school courses haven't challenged you to develop effective study skills, an A.P. class will. If you are involved in a

lot of extracurricular activities or work after school, think very hard about committing to an A.P. course. Make sure that your schedule permits ample time to devote to these classes." (Pathways to Post Secondary Education, 2013.

http://www.pathwayspse.com/demands_ap)

Honors Study Time & Scheduling Chart

Honor Course	*Estimated Study Hours/Week	Hours for courses you registered for
Algebra 2 Honors	2.5 hours	
Anatomy & Physiology Honors	2.5 hours	
Biology Honors	2.5 hours	
Marine Science Honors	2 hours	
Calculus Honors	4 hours	
Chemistry Honors	4 hours	
Discrete Math Honors	2.5 hours	
Econ Honors	1 Semester: 3 hours	
English 1 Honors	2 hours	
English 2 Honors	2 hours	
English 3 Honors	2 hours	
English 4 Honors	2 hours	
Geometry Honors	2.5 hours	
Gov Honors	3 hours	
Human Geography Honors	2.5 hours	
Physics Honors	2.5 hours	
Pre-Cal Honors	2.5 hours	
Probability & Statistics Honors	4 hours	
Psychology/Sociology Honors	2 hours	
US History Honors	2 hours	
*Students who waive into classes will need to allocate additional time to be prepared to earn a 3 or higher on the AP exam.		
Your total outside of class AP study hours/week:		
Estimated study hours/week for other courses:		
Hours/week outside of class for art major:		
Hours/week for extracurricular & sports & community service:		
Your total hours/day:		
Your total hours/week:		

OVERVIEW OF COURSE OFFERINGS

English[1]

English 1	1 Unit
No prerequisite - 302400CW **H Prerequisite:** See Honors Criteria Table - 302400HW	

This course introduces and develops skills in inquiry-based literacy and research; critical reading of literary and informational texts; narrative, informational, and argument writing; and communication. Units emphasize challenging texts and topics approaching or at the level of college-readiness benchmarks. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

English 2	1 Unit
CP Prerequisite: English 1 - 302500CW **H Prerequisite:** See Honors Criteria Table - 302500HW	

This course develops skills in inquiry-based literacy and research; critical reading of literary and informational texts; narrative, informational, and argument writing; and communication. Units emphasize challenging texts and topics approaching or at the level of college-readiness benchmarks. Requires End of Course Exam. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

English 3	1 Unit
CP Prerequisite: English 2 - 302600CW **H Prerequisite:** See Honors Criteria Table - 302600HW	

This course develops skills in inquiry-based literacy and research; critical reading of literary and informational texts; narrative, informational, and argument writing; and communication. Units emphasize challenging texts and topics at or above the level of college-readiness benchmarks. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

English 4	1 Unit
CP Prerequisite: English 3 **-** 302700CW **H Prerequisite:** See Honors Criteria Table - 302700HW	

This course continues to develop skills in inquiry-based literacy and research; critical reading of literary and informational texts; narrative, informational, and argument writing; and communication. Units emphasize challenging texts and topics at or above the level of college-readiness benchmarks. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity. *Students who take this course at the honors level can expect an*

increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.

AP English Language & Composition	1 Unit
Prerequisite: H English 2 and Teacher Recommendation; 11th grade students only - 307100AW	

This course cultivates an understanding of writing and rhetorical arguments through reading, analyzing, and writing texts. Key topics include rhetorical situation, claims and evidence, reasoning and organization, and style. Requires Advanced Placement Exam.

AP English Literature & Composition	1 Unit
Prerequisite: H English 3 - 307000AW	

This course cultivates an understanding of literature through reading and analyzing texts. Key concepts include character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Requires Advanced Placement Exam.

Journalism 1, 2		1 Unit
Prerequisite: English 1	Journalism 1 - 305000CW Journalism 2 - 305100CW	

This course introduces the basic rhetorical and ethical principles of journalistic writing for news media--including newspapers, journals, radio, television, and online.

Mathematics

Algebra 1	1 Unit
Prerequisite: Pre-Algebra or Eighth Grade Mathematics recommended grade level - 411400CW	

This course examines relationships between quantities and expressions, reasoning with linear equations and inequalities, creating, modeling and analyzing linear, quadratic and exponential functions, interpreting functions, and using function notation. This course helps students develop and demonstrate an understanding of mathematical content and concepts, and apply mathematical skills. Requires End of Course Exam.

Geometry	1 Unit
CP Prerequisite: Algebra 1 **H Prerequisite:** See Honors Criteria Table	

This course analyzes geometric relationships through the study of points, lines, planes, and proofs including congruence of triangles; quadrilaterals; triangles, similarities, transformations, and proportional reasoning; trigonometry; area and volume, circles, and statistical plots. This course also helps students develop and demonstrate an understanding of mathematical content and concepts, and apply mathematical and abstract reasoning skills.
Geometry may be taken concurrently with Algebra 2. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

Algebra 2	1 Unit
CP Prerequisite: Algebra 1 **H Prerequisite**: See Honors Criteria Table	

This course covers arithmetic and geometric sequences; absolute value, step, and piecewise functions; linear equations and inequalities; systems of equations and inequalities; polynomial functions; quadratic functions, complex numbers, equations, and inequalities; radical, simple rational, and exponential functions. This course also helps students develop and demonstrate an understanding of mathematical content and concepts, and apply mathematical skills. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

Discrete Math H	1 Unit
Prerequisite: Algebra 2	

This course is the study of objects and ideas that can be divided into separate or discontinuous parts. Topics include compound interest and amortization, probability, functions, graph theory, set theory, matrices, sequences and series, and vectors. This course also helps students develop and demonstrate an understanding of mathematical content and concepts, and apply mathematical and abstract reasoning skills. The honors course exceeds course standards in rigor, complexity, challenges, and creativity.

Pre-Calculus Honors	**1 Unit**
Prerequisite: See Honors Criteria Table	

This course emphasizes mathematical modeling such as creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations. Concepts include analyzing exponential, logarithmic, and trigonometric functions, matrices, vectors, and conic sections. This course also helps students develop and demonstrate an understanding of mathematical content and concepts, and apply mathematical and abstract reasoning skills.

Calculus Honors	**1 Unit**
Prerequisite: Pre-Calculus	

This course provides an enhanced understanding of limits, derivatives, and integrals. Concepts include continuity, rules and applications of both derivatives and integrals including the Fundamental Theorem of Calculus. This course also helps students develop and demonstrate an understanding of mathematical content and concepts, and apply mathematical and abstract reasoning skills. The honors course exceeds course standards in rigor, complexity, challenges, and creativity.

AP Calculus AB	**1 Unit**
Prerequisite: Pre-Cal	

This course examines topics in differential and integral calculus. Concepts include limits, continuity, derivatives, and integrals. Understanding these topics and applying them to solve real world and mathematical problems is stressed through connecting graphic, numeric, and symbolic representations. AP Calculus follows a rigorous course load that aligns with the College Board standards. An emphasis is also placed on the use technology to help solve problems, experiment, interpret results, and support conclusions. Requires Advanced Placement Exam.

Probability & Statistics	**1 Unit**
CP Prerequisite: Algebra 2 **H Prerequisite:** See Honors Criteria Table	

This course introduces and develops skills in analyzing categorical data, quantitative data, normal distribution, bivariate data and scatterplots, sampling and simulation design, basic probability concepts and applications, and sampling distributions and expected values. This course also helps students develop and demonstrate an understanding of mathematical content and concepts, and apply mathematical and abstract reasoning skills. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

AP Statistics	**1 Unit**
Prerequisite: Pre-Calculus	

The course introduces major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Technology, investigations, problem solving, and writing build conceptual understanding. Requires Advanced Placement Exam.

Social Studies

Current Events/Foreign Policy Elective	1 Unit
No prerequisite	

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

Human Geography	1 Unit
No Prerequisite	

This course introduces the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic 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). Requires Advanced Placement Exam. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

AP Human Geography	1 Unit

AP Human Geography is a college-level semester course directed toward the academically capable high school student who has exceptional interest in history and geography, independent research, and in writing. Students enrolled in this course must be able to analyze primary sources and use the information gained through analyses to communicate their findings and defend claim statements. Independent research and outside reading are course requirements. Each student must take the Advanced Placement Examination in Human Geography for possible college credit at the end of the instructional term.

AP Psychology	1 Unit
Prerequisite: Teacher recommendation or 90% average in previous year's CP level Social Studies class, or 80% average in previous year's H Social Studies class or identification by AP Potential report	

This course introduces the systematic and scientific study of human behavior and mental processes. It examines psychologists and studies that have shaped the field, psychological theories and their applications, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Requires Advanced Placement Exam.

United States History	1 Unit

This course utilizes historical thinking skills and chronological organization to investigate themes in American culture and identity; capitalism and technological innovation; expansion, regionalism, and union; founding principles and political institutions; migration and mobility; and natural rights and social development. Requires End of Course Exam. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

AP United States History	1 Unit
Prerequisite: Teacher recommendation or 90% average in previous year's CP level Social Studies class or 80% average in previous year's H Social Studies class or identification by AP Potential report	

This course investigates significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present through the development and use of 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 also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. Requires End of Course AND Advanced Placement Exam.

United States Government	½ Unit
CP Prerequisite: U.S. History	

This course provides a basis for students to develop the skills necessary to live and thrive in America's constitutional democracy and participate in society as active and informed citizens. Topics in civic engagement are founded in the historical and philosophical principles, political values and institutions, and processes of law that shaped and continue to sustain America's constitutional democracy.

AP United States Government and Politics	½ Unit
Prerequisite: Teacher recommendation or 90% average in previous year's CP level Social Studies class or 80% average in previous year's H Social Studies class or identification by AP Potential report	

This course provides a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. It includes the study of U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. Students engage in disciplinary practices requiring them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Requires Advanced Placement Exam.

Economics	**½ Unit**
CP Prerequisite: U.S. History	

This course examines economics and personal finance, including rational decision making, connections between personal finance and short-term and long-term goals, exchange and markets, economic indicators and policy making, and the impact of economic incentives. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

Science

Anatomy & Physiology
1 Unit

Prerequisite: Biology

This course explores the human body systems, including the skeletal, muscular, nervous and endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems. Inquiry-based lab experiences, independent study, and an exploration of anatomy and physiology in the context of college majors and/or career opportunities are also emphasized. 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 the application of scientific and engineering practices to course topics.

Biology 1 CP or Honors
1 Unit

No Prerequisite

This course emphasizes the use of scientific and engineering practices, including the development and use of models to understand cells as a system, energy transfer, heredity, biological evolution, and ecosystem dynamics. This is a laboratory course requiring a minimum of 30% hands-on investigation, including problem solving, decision making, critical thinking and applied learning. Requires End of Course Exam, which counts as the final exam and will determine 20% of the grade in the course. *Students who take this course at the honors level can expect an increased depth in rigor, a faster pacing for the course, advanced complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

Marine Science CP or Honors
1 Unit

Prerequisite: Biology

This course introduces and develops an understanding of marine ecosystems. Key topics include plate tectonics, water chemistry, waves, tides, currents, ecology, climate, invertebrates, vertebrates, reptiles, birds, mammals, and food webs. Case studies and current marine and estuarine events connect course concepts to current issues impacting the oceans. 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.

AP Biology
2 Units

Prerequisite: Biology 1 & Chemistry 1 with Teacher Recommendation
Concurrent Enrollment in AP Biology Prep Lab (1 Unit)

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, heredity, ,, ecology, and evolution. The class meets for 90 minutes per day for lecture, laboratory, and enrichment programs. Each student must take the advanced placement examination for

possible college credit. Students will receive a total of 2 credits, one credit weighted at AP and one credit weighted at honors.

Chemistry 1	**1 Unit**
Prerequisite: Biology AND Algebra 2 or concurrent enrollment in Algebra 2	

This course develops the ability to think clearly and express ideas with clarity and logic, both orally and in writing. Instruction includes conducting meaningful laboratory investigations that encourage observing chemical reactions and substances, interpreting findings, and communicating the results. Topics include matter, atomic structure, reactions, Periodic Table and trends, and acids and bases. A minimum of 30% hands on laboratory experience are included in this course.

Physics	**1 Unit**
Prerequisite: Geometry and Chemistry	

This course focuses on interactions and forces, including patterns of linear motion; forces and changes in motion; contact forces; and, noncontact forces and fields. It also examines energy conservation and transfer; mechanical and thermal energy; sound, electricity, and magnetism; and radiation and nuclear energy. This is a laboratory course requiring a minimum of 30% hands-on investigation, including problem solving, decision making, critical thinking and applied learning. *Students who take this course at the honors level can expect an increased depth in rigor, complexity, challenges, and creativity beyond the standard level course as outlined in the Profile of the South Carolina Graduate.*

AP Environmental Science	**1 Unit**
Prerequisite: Biology 1 + **Pre or Co-requisite**: Chemistry	

This course explores and investigates the interrelationships of the natural world; identifies and analyzes environmental problems, both natural and human-made; evaluates the relative risks associated with these problems; and examines alternative solutions for resolving and/or preventing them. Topics for this course are interdisciplinary, with life science, chemistry, physics, and earth science being a component to this course. Requires Advanced Placement Exam. Earning a 3 or higher on the AP exam can make the student eligible for one semester of college credit in introductory science.

Forensic Science	**1 Unit**
Prerequisite: Biology CP	

This course applies concepts from biology, anatomy, physiology, chemistry, and physics to criminal and civil laws that are enforced by police agencies in a criminal justice system. An emphasis is placed on case studies and hands-on investigation. This is a laboratory course requiring a minimum of 30% hands-on investigation, including problem solving, decision making, critical thinking and applied learning.

AP Chemistry	**2 Units**
Prerequisite: Chemistry CP/H AND Algebra 2 CP/H and Teacher recommendation. Concurrent Enrollment in AP Chemistry Prep Lab H (1 Unit)	

This course develops the ability to think clearly and express ideas with clarity and logic, both orally and in writing. Instruction includes conducting meaningful laboratory investigations that

encourage observing chemical reactions and substances, interpreting findings, and communicating the results. Requires Advanced Placement Exam.

World Languages

French 1 CP	1 Unit
No Prerequisite	

This course introduces French language fundamentals and culture with an emphasis on key communication skills, including reading, listening, writing, and speaking. Language learning is facilitated through projects, presentations, class discussions and technology-based activities. Media, songs, games, and adapted readings support an investigation of French-speaking countries and cultures. This course is taught primarily in French. Target proficiency level: Novice Mid.

French 2 CP	1 Unit
Prerequisite: French 1 & Teacher Recommendation	

This course develops an understanding of French language and culture with an emphasis on key communication skills, including reading, listening, writing, and speaking. Language learning is facilitated through pair based activities, class discussions and direct teacher instruction. Students also explore the French culture through videos, songs, and authentic texts. This course is often taught in French. Target proficiency level: Novice Mid - Novice High.

French 3 Honors	1 Unit
Prerequisite: French 2 & Teacher Recommendation	

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 also apply their written comprehension skills to a project.

French 4 Honors	1 Unit
Prerequisite: H French & Teacher Recommendation	

This course further develops an understanding of French language and culture with an emphasis on authentic communication. Projects, presentations, and technology-based activities utilize authentic materials to understand literature, and compare civilizations and cultures. This course is taught in French, and students are expected to speak French in class. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity. Target proficiency level: Intermediate Mid.

Spanish 1 CP	1 Unit
Prerequisite: None	

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

people who speak the language to enhance their view of themselves as citizens of the world. Through standards-based instruction that focuses on language proficiency, Spanish/Spanish 1 students will be able to use Spanish in a variety of practical settings using listening, speaking, reading and writing skills within various contexts.

Spanish 2 CP	1 Unit
Prerequisite: Spanish 1 & Teacher Recommendation	

This course develops an understanding of Spanish language and culture with an emphasis on key communication skills, including reading, listening, writing, and speaking. Language learning is facilitated through projects, presentations, class discussions and technology-based activities. Media, songs, games, and adapted readings support an investigation of Spanish-speaking countries and cultures. This course is taught primarily in Spanish. Target proficiency level: Novice Mid - Novice High.

Spanish 3 Honors	1 Unit
Prerequisite: Spanish 2 & Teacher Recommendation	

This course further develops an understanding of Spanish language and culture with an emphasis on authentic communication. Projects, presentations, and technology-based activities utilize authentic materials to understand literature and history, and compare civilizations and cultures. This course is taught in Spanish, and students are expected to speak Spanish in class. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity. Target proficiency level: Intermediate Low.

Spanish 4 Honors	1 Unit
Prerequisite: H Spanish 3 & Teacher Recommendation	

This course further develops an understanding of Spanish language and culture with an emphasis on authentic communication. Projects, presentations, and technology-based activities utilize authentic materials to understand literature and history, and compare civilizations and cultures. This course is taught in Spanish, and students are expected to speak Spanish in class. The honors course exceeds the college preparatory course in rigor, complexity, challenges, and creativity. Target proficiency level: Intermediate Mid.

Dual Enrollment - Elementary Spanish I (SPA 101)	1 Unit
Prerequisite: Dual enrollment application, placement test scores, & School Counselor approval.	

SPA 101 is an introductory Spanish college level course offered through Trident that develops communication and critical thinking skills through practicing the four basic language skills – listening, speaking, reading and writing, as well as through studying Hispanic culture. The course is based on a communicative approach to second-language learning that calls for learners to be exposed to both spoken and written Spanish in various forms and meaningful contexts. In order to maximize exposure to the target language, the course is conducted in Spanish, and class time will be devoted to communicative activities emphasizing vocabulary, cultural information, and

interaction among students. Outside of class, students are responsible for studying the vocabulary and grammatical structures presented in the textbook Aventuras, and completing written exercises and listening assignments on the Aventuras Supersite.

Dual Enrollment - Elementary Spanish II (SPA 102)	1 Unit
Prerequisite: Dual enrollment application, placement test scores, & School Counselor approval.	

SPA 102 is an introductory course Spanish college level course offered through Trident Tech that continues the development of communication and critical thinking skills through practicing the four basic language skills – listening, speaking, reading and writing, as well as through studying Hispanic culture. The course is based on a communicative approach to second-language learning that calls for learners to be exposed to both spoken and written Spanish in various forms and meaningfulcontexts. In order to maximize exposure to the target language, the course is conducted in Spanish, and class time will be devoted to communicative activities emphasizing vocabulary, cultural information, and interaction among students. Outside of class, students are responsible for studying the vocabulary and grammatical structures presented in the textbook Aventuras, and completing written exercises and listening assignments on the Aventuras Supersite.

Physical Education

Physical Education 1	1 Unit
Prerequisite: None	

This course develops the skills needed to enjoy a lifetime of physical activity. Regular participation supports the mastery of more advanced skills. Emphasis is placed on designing and implementing a personal fitness plan and recognizing the value of physical activity in quality of life. It also incorporates the required Personal Health & Wellness. This course develops the skills needed to analyze information and make choices that promote health and prevent disease. An emphasis is placed on the use of interpersonal communication skills to advocate for healthy choices, reduce health risks, and set goals related to community and personal health. Topics include community health, consumer health, environmental health, growth and development, nutritional health, personal health, prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, mental and emotional health, and reproductive health education.

Physical Education 2	**1 Unit**
Prerequisite: PE 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. Students are required to dress out each day as specified by the physical education instructor.

The course includes the Fitness for Life curriculum, which is designed for students to achieve and maintain a health-enhancing level of physical fitness. The course also provides students with opportunities to develop optimal levels of fitness. The student must demonstrate competency in a least one-movement form. The student will explore and seek opportunities to participate in physical activity outside the physical education class.

Physical Education 3	**1 Unit**
Prerequisite: PE 1	

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

Career and Technology Education[2]

AP Computer Science Principles	**1 Unit**
Prerequisite: Algebra 1 *(*meets the computer literacy requirement for graduation)*	

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. The course content is specified by the Advanced Placement Course Description published by the College Entrance Examination Board. Each student must take the advanced placement examination for possible college credit.

Computer Programming 1	**1 Unit**
Prerequisite: None *(*meets the computer literacy requirement for graduation)*	

This is an intermediate-level programming course taught in preparation for AP Computer Science. No experience is necessary or expected. The focus is on programming computer games.

Digital Publication Design	**1 Unit**
Prerequisite: None	

The Digital Publication Design course allows students to use their creativity to produce business and personal publications. Students create, format, illustrate, design, edit/revise, and print publications including newsletters, flyers, brochures, reports, advertising materials, catalogs,

posters, and other publications. Students who excel have the opportunity to earn a nationally-recognized Adobe certification.

Discovering Computer Science	1 Unit
Prerequisite: None (*meets the computer literacy requirement for graduation*)	

Students will be exposed to introductory computer science topics with an emphasis on computational thinking and problem solving. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will create their own websites, apps, and games. This survey course will expose students to introductory computer science topics with an emphasis on computational thinking and problem solving applied to a variety of contexts. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

Foundations of Animation[3]	1 Unit
Prerequisite: None (*meets the computer literacy requirement for graduation*)	

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

Interns that Work 1	½ Unit
Prerequisite: Students must receive permission from Counselor	
Requirement: Internship Coordinator approval and must be 16 years old	

This program allows students to receive school credit for work on a job site that is related to their career interest and academic classes. Students have the opportunity for meaningful hands-on learning experiences that help them see the connection between school and work. Work experience may be paid or unpaid.

Interns that Work 2	½ Unit
Prerequisite: Students must receive permission from Counselor	
Requirement: Internship Coordinator approval and must be 16 years old	

This program allows students to receive school credit for work on a job site that is related to their career interest and academic classes. Students have the opportunity for meaningful hands-on learning experiences that help them see the connection between school and work. Work experience may be paid or unpaid.

Other Fine Arts Elective

AP Art History	1 Unit
Prerequisite: None	

This course is designed for the artistically advanced student wishing to receive college credit. Students must have specific skills sets including the ability to recall, as well as image identification and recognition.

This course is extremely reading and writing intensive. The course content is specified by the Advanced Placement Course Description published by the College Entrance Examination Board. Each student must take the advanced placement examination for possible college credit.

Art Appreciation H	1 Unit
Prerequisite: None	

This is an art survey course designed to develop knowledge and appreciation of visual art.

AP Music Theory	1 Unit
Prerequisite: None	

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design. The course content is specified by the Advanced Placement Course Description published by the College Entrance Examination Board. Each student must take the advanced placement examination for possible college credit.

Technical Theatre Arts	1 Unit
Prerequisite: None	

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

Fine Arts Major Classes[4]

Band

Band Rehearsal Honors	*(formerly Performance Ensemble Rehearsal)*	1 Unit
Prerequisite: Audition & Teacher referral		

This course is designed to promote technical skill development and individual refinement of musical concepts that are unique to woodwinds and brasses. The course is divided into two sections for woodwind technique and brass technique. Students will work on advanced techniques in articulation, alternate fingerings, ornamentation, and other advanced performance practices for their instrument. Topics include preparation for solo performance and auditions, rehearsal techniques for small ensembles, and advanced solo and ensemble literature. This class will present chamber music performances each semester as a major project.

Band 2 Honors	*(formerly Band Wind Ensemble Honors)*	1 Unit
Prerequisite: Audition & Teacher referral		

This ensemble will perform an advanced level of music with emphasis on large forms of band compositions. All members are required to participate in all regularly scheduled performances. Each band member must complete a series of performance tests on their instruments as the year progresses. Students also will be tested in their knowledge of performance practices, theory and music history as it pertains to this ensemble.

Jazz Band Honors	*(formerly Jazz Ensemble/Instrumental)*	1 Unit
Prerequisite: Audition & Teacher referral		

This course is one of the most visible school groups at SOA. The director selects members by audition and approval only. Students will perform a variety of jazz and commercial styles, including swing, rock, Latin, funk, ballad, among others. Jazz ensemble members are expected to participate in all performances of this ensemble. Students are encouraged to audition for the All-State Jazz Ensemble. In addition, students complete a series of performance tests demonstrating knowledge of various styles and performance practices in jazz.

Jazz Band 2 Honors	*(formerly Jazz Ensemble/Instrumental)*	1 Unit
Prerequisite: Audition & Teacher referral		

This course is one of the most visible school groups at SOA. The director selects members by audition and approval only. Students will perform a variety of jazz and commercial styles, including swing, rock, Latin, funk, ballad, among others. Jazz ensemble members are expected to

participate in all performances of this ensemble. Students are encouraged to audition for the All-State Jazz Ensemble. In addition, students complete a series of performance tests demonstrating knowledge of various styles and performance practices in jazz.

Percussion Honors	1 Unit
Prerequisite: Audition & Teacher referral	

Students in this class will develop their technical skills on both pitched and non-pitched percussion instruments. Ensemble members will perform in both solo and ensemble settings utilizing various styles of music. This class will also serve as the percussion section of the other instrumental ensembles as needed. All members are required to participate in all regularly scheduled performances. Each percussionist must complete a series of performance tests on various percussion instruments as the year progresses. Students also will be tested in their performances practices, theory and music history as it pertains to this ensemble.

Creative Writing

Creative Writing 1-A Honors	1 Unit
Prerequisite: Acceptance in the Creative Writing Program	

This course is an in-depth study of the elements of poetry, including imagery, figurative language, symbol, diction, sound, rhythm, and form, etc. Students will experiment with a variety of styles, forms, and techniques, and in addition, study poetic form through the works of various authors. Each student will produce a collection of original works and showcase their work at public readings.

Creative Writing 1-B Honors	1 Unit
Prerequisite: Acceptance in the Creative Writing Program	

This course is designed as an in-depth study of the elements of fiction: plot, characterization, point of view, scene dialogue, voice, theme, symbolism, etc. This will include a survey of short fiction covering authors from a variety of cultures, locales, and times. Students will experiment with a variety of styles and techniques, and will produce a collection of original works and showcase their work at public readings.

Creative Writing 2-A Honors	1 Unit
Prerequisite: Successful completion of 9th grade Creative Writing	

This course teaches the art and craft of writing for film (Hollywood and independent). Students learn script format: various film genres; and the screenwriter's role in film production. Focusing on Character Development, Plot, and Dialogue, writing assignments include Concepts, Treatments, Scenes, and in some cases First Acts for feature films. Students view and critique a variety of films, focusing primarily on drama and comedy.

Creative Writing 2-B Honors	1 Unit
Prerequisite: Successful completion of 9th grade Creative Writing	

This course focuses on various forms of nonfiction, including the journal, autobiography, biography and the essay. Students will read and analyze essays by outstanding contemporary writers. Nonfiction techniques will be examined and students will write and workshop nonfiction pieces inspired by contemporary works and techniques. They will also present their work at a public reading.

Creative Writing 3-A Honors	1 Unit
Prerequisite: Successful completion of 10th grade Creative Writing	

This course is a survey of a specific group of writers who have won the Nobel Prize for literature. Examples are William Butler Yeats, Gabriel Garcia Marquez, Nadine Gordimer, and Pablo Neruda. This course will give the student an opportunity to explore his/her own experiences and discover the unique voice he/she possesses.

Creative Writing 3-B Honors	1 Unit
Prerequisite: Successful completion of 10th grade Creative Writing	

This course is a survey of a specific group of writers representing gender and locale. Examples are African American, American Expatriates in Paris, Asian American, and Southern Authors. This course will give the student an opportunity to explore his/her own experiences dealing with his/her origins and the time in which he/she lives. The student will produce works which relate to this topic.

Creative Writing 4-Honors	2 Unit
Prerequisite: Successful completion of of all creative writing courses	

This course is designed for senior students. They will identify an area of interest and work with an expert in the thesis chosen area. The expert will act as their mentor, guiding their research and the production and publication of a major work. The teacher will guide the students, monitor the mentor relationship, assess the students' progress and arrange the final evaluation. In addition, students will showcase their work at public literary reading.

Dance

Dance 1	1 Unit
Prerequisite: Audition or successful completion of previous grade-level dance	

Each Dance Repertory level presents the history and culture of dance, somatic practices and forms of dance notation. Students will explore the many opportunities available to them in related dance fields. Emphasis is place on preparing students for college or as active members of the dance community. Students will study dance from a cultural and historical perspective that recognizes the multiple forces that impact the art form. Students will also study the science of movement and apply that knowledge to dance. Emphasis will be placed on the study of somatic practice, Laban and dance notation.

Dance 2	1 Unit
Prerequisite: Audition or successful completion of previous grade-level dance	

Each Dance Repertory level presents the history and culture of dance, somatic practices and forms of dance notation. Students will explore the many opportunities available to them in related dance fields. Emphasis is place on preparing students for college or as active members of the dance community. Students will study dance from a cultural and historical perspective that recognizes the multiple forces that impact the art form. Students will also study the science of movement and apply that knowledge to dance. Emphasis will be placed on the study of somatic practice, Laban and dance notation.

Dance 3	1 Unit
Prerequisite: Teacher Recommendation	

This course is focused on the individual development of improvisational and choreographic skills. Students will explore the many to0ls used to make dances. They will learn to critique and analyze their own work and the work of others, including the Master Choreographers of the 20th century. This course is designed for junior dance majors who will complete a Senior Thesis. (This course is considered to be Junior Composition.)

Dance 4 – Senior Thesis Honors	1 Unit
Prerequisite: Successful Completion of Composition	

The Senior Thesis is the culmination of dance study at SOA. Students taking this course work on a senior thesis project each quarter. The work load requires dedication and commitment. Students must be responsible and able to work independently and/or in groups.
*Students entering the Dance Department in their senior year, or students that have not completed Junior Composition prior to 12th grade, will be required to take Junior Composition.

Ballet	1 Unit
Prerequisite: Audition or Successful Completion of Composition	

These courses emphasize the mastery of dance technique at an advanced level. These classes prepare students for complicated movements focusing on center floor combinations and theoretical concepts. Emphasis is placed on strengthening the body, discipline, and precision of movement.

Fashion Apparel and Costume Design

Fashion Fabric and Design 1 H	2 Unit
Prerequisite: 9th grade cohort	

Fashion, Fabric, and Design 1 is a basic course designed to develop skills in the selection, purchase, design, care, and construction of textile products. The course emphasizes critical thinking skills needed for making wise consumer choices and career decisions.

Fashion Fabric and Design 2 H	2 Unit
Prerequisite: 10th grade cohort	

Fashion, Fabric, and Design 2 is a continuation of the introductory course, a course designed to further develop skills in the selection, purchase, design, care, and construction of textile products. The course emphasizes critical thinking skills needed for making wise consumer choices and career decisions.

Fashion Design, Apparel and Construction 1 H	2 Units
Prerequisite: 11th grade cohort	

Professionalism is showcased as preparations are made to enter the world of fashion design and apparel construction. Unfold the world of fashion merchandising and marketing. The skills of fashion design and apparel construction are refined. Creativity is on the runway in this hands-on course. Emphasis is placed on the development of problem solving, decision-making and technological applications in a real-world context.

Fashion Design, Apparel and Construction 2 H	2 Units
Prerequisite: 12th grade cohort	

This is a continuation of Fashion Design and Fabric Construction 1. Professionalism is showcased as preparations are made to enter the world of fashion design and apparel construction. Unfold the world of fashion merchandising and marketing. The skills of fashion design and apparel construction are refined. Creativity is on the runway in this hands-on course. Emphasis is placed

on the development of problem solving, decision-making and technological applications in a real-world context.

Piano

Piano 2	1 Unit
Prerequisite: Audition	

This course is designed as a continuation of instrumental literature studied in Piano 3. Students will study Baroque, classical, romantic and contemporary musical composers and their styles.

Jazz Piano 2	1 Unit
Prerequisite: Concurrent enrollment in Honors Piano 4	

1st level students will learn how to play block chords, shell voicings, Blues in all 12 keys using polychordal and fourth voicings, and 20 Jazz standards. Much attention will be paid to learning how to voice lead chord changes for the 20 Jazz standards. Students will also learn how to improvise a melody based on the chord changes in Jazz Standards and Blues.

Piano 3	1 Unit
Prerequisite: Successful completion of Honors Piano 4	

This course is designed as a continuation of instrumental literature studied in Piano 4. Students will study Baroque, classical, romantic and contemporary musical composers and their styles.

Jazz Piano 3	1 Unit
Prerequisite: Successful completion of Honors Piano 4	

2nd level students will continue to learn how to play block Chords, shell voicings, Blues in all 12 keys using polychordal and fourth voicings, and 20 Jazz Standards. Much attention will be paid to learning how to voice lead chord changes for the 20 Jazz Standards. Students will also learn how to improvise a melody based on the chord changes in Jazz Standards and Blues.

Piano 4	1 Unit
Prerequisite: Successful completion of Honors Piano 5	

This course is designed as a continuation of instrumental literature studied in Piano 5. Students will study Baroque, classical, romantic and contemporary musical composers and their styles. Students will also complete a Senior Thesis in this class.

Jazz Piano 4	1 Unit
Prerequisite: Concurrent enrollment in Honors Piano 4	

3rd level students will continue to learn how to play block chords, shell voicings, Blues in all 12 keys using polychordal and fourth voicings, and 24 Jazz standards. Much attention will be paid to learning how to voice lead chord changes for the 24 Jazz standards. Students will also learn how to improvise a melody based on the chord changes in Jazz standards and Blues.

Piano 5	1 Unit
Prerequisite: Teacher Recommendation	

This course is designed to be a culmination of the skills and knowledge gained through the study of piano at School of the Arts. In addition to the continued study of piano literature, theory and technique, students will work on an advanced project throughout their senior year. The project options are performance, composition, education or a combination of the above. The project requires dedication and commitment. Students must be responsible and able to work independently and in group situations.

Jazz Piano 5	1 Unit
Prerequisite: Teacher Recommendation	

This course is designed to be a culmination of the skills and knowledge gained through the study of piano at School of the Arts. In addition to the continued study of piano literature, theory and technique, students will work on an advanced project throughout their senior year. The project options are performance, composition, education or a combination of the above. The project requires dedication and commitment. Students must be responsible and able to work independently and in group situations.

String Orchestra

String Rehearsal Honors	1 Unit
Prerequisite: Audition or successful completion of 8th grade strings	

String Orchestra is the performing ensemble for string majors who have successfully auditioned to be in SOA High School Orchestra. String majors not participating in the symphony orchestra

perform in this orchestra as their core ensemble for their major. Students in this class study advanced string orchestral literature, and they participate in all state-sponsored events and select community performances. Students are required to wear formal uniforms at concerts and participate in all rehearsals, performances, festivals, and competitions.

String Rehearsal 2 Honors	1 Unit
Prerequisite: Audition only	

Symphony Orchestra is an ensemble for strings, winds, brass, and percussion students who have achieved considerable skill on their instrument. Auditions for Symphony are in the spring for the following year's class. To set up an audition, make an appointment with the symphony director. Students in this class perform collegiate and professional level orchestral literature, and they participate in all state-sponsored events and select community performances. Students are required to wear formal uniforms at concerts and participate in all rehearsals, performances, festivals, and competitions.

Strings 1 Honors	1 Unit
Prerequisite: Audition	

This course – taken in conjunction with String Orchestra - is designed to continue technique study on stringed instruments. Students will be required to learn 3 octave major and minor scales, become proficient in higher positions on the fingerboard, and perform etudes to demonstrate advancing techniques in bowing, articulation, and phrasing. Some chamber music performance will be required. Music terms, symbols, and music theory will also be studied. Students will be required to perform a jury at the end of each semester to demonstrate technical development. Participation in the South Carolina Music Educators Association Orchestra Division events is required.

Strings 2 Honors	1 Unit
Prerequisite: Audition	

This course – taken in conjunction with Symphony Orchestra - is designed to continue technique study on stringed instruments. Students will be required to learn 3 octave major and minor scales, become proficient in higher positions on the fingerboard, and perform etudes to demonstrate advancing techniques in bowing, articulation, and phrasing. Music terms, symbols, and music theory will also be studied. Students will be required to perform a jury at the end of each semester to demonstrate technical development. Participating in the South Carolina Music Educators Association Orchestra Division events is required.

Strings 3 Honors	1 Unit
Prerequisite: Audition or successful completion of Chamber Orchestra 5	

This course – taken in conjunction with Symphony Orchestra - is designed for the advanced string player to further improve performance skills, technique, and styles. In addition to Symphony string music, students in this class would also study difficult string orchestra repertoire and music from SOA Gig Folders. Chamber music performances will be heavily stressed. Students will be expected to take a leading role in their individual practice and begin the senior thesis process. Students will be required to perform a jury at the end of each semester to demonstrate technical development. Participation in the South Carolina Music Educators Association Orchestra Division events is required.

Strings 4	1 Unit
Prerequisite: Audition	

The Senior Thesis is the culmination of strings study at SOA. Students taking this course will work on a senior thesis project throughout the year. The work load requires dedication and commitment. Students must be responsible and able to work independently and/or in groups.

Theater Arts

Theater 1 Honors		1 Unit + 1 Unit
Prerequisite: Audition or successful completion of SOA's 8th theater arts course	4521S1HW – Semester 1 (1 Unit) 4521S2HW – Semester 2 (1 Unit)	

This dual course is designed to allow the theatre student to gain access to their instrument with the emphasis on melding their voice, body and mind while providing the foundation of the theatre artist; focusing on test analysis, process work and dramaturgy. A company practicum experience will be included in the course work.

Theater 2 Honors		1 Unit + 1 Unit
Prerequisite: Audition or Successful completion of Theatre 1 Honors	4522S1HW – Semester 1 (1 Unit) 4522S2HW – Semester 2 (1 Unit)	

This dual course is designed to build on Honors Theatre 3. Using the foundation provided in Theatre 1 the theatre student will continue to study specific Theatre styles. They will also explore dramaturgy and process work through the eyes of a playwright. A company practicum experience will be included in the course work.

Theater 3 Honors		1 Unit + 1 Unit
Prerequisite: Audition* or Successful completion of Theatre 2 Honors	4523S1HW – Semester 1 (1 Unit) 4523S2HW – Semester 2 (1 Unit)	

This dual course is designed to build on Honor's Theatre 4 and for the advanced student. As a continuation of the foundation work, the theatre artist will be focusing on the role of the director as well as the playwright. They will be exploring the dramatic voice through the study of award winning playwrights. A company practicum experience will be included in the course work.

If audition is successful, please note that additional work must be done prior to entering the department to insure the student's success for this year. Each student will be required to sign a contract at the end of their junior year stating that they are committed to this process.

Theater 4 Honors			2 Units
Prerequisite: Successful completion of Theater 3 Honors	4524SRHD – 12TH Grade		

This course is designed to pull together all elements and skills of the theater arts student. It is the practical application of these skills, which require a high level of maturity and commitment to the theater arts craft. The purpose is to allow the professional theatrical student to further his experience in the area of his expertise by working on advanced projects that include original research, directing, play writing, acting, and design. The three components include individual playwriting, group playwriting, and group performance. At the end of this process each student will be required to take part in a reflection process that includes the theatre faculty as well as professional theatre artist. Each student will be required to sign a contract at the end of their junior year stating that they are committed to this process.

Visual Arts

Drawing Honors	Drawing 2 352209HH 9th Grade	Drawing 3 352310HH 10th Grade	½ Unit
No Prerequisite			

Drawing courses engage students in sequential learning experiences that provide a foundation in drawing using a variety of media and techniques in both black and white and in color. Emphasis is on observation and interpretation of the visual environment, life drawing, and imaginative drawing. Included are the application of the elements of art and principles of design, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process. Advanced students extend and refine knowledge in the creative process. They are encouraged to develop their own artistic styles.

Painting Honors	Painting 2 352609HH 9th Grade	Painting 3 352710HH 10th Grade	Painting 4 352800HH 11th grade	½ Unit
No Prerequisite				

Students apply the elements of art and principles of design, study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process. They develop foundational skills painting in a variety of media and techniques or concentrate work in one medium. Sequential learning experiences focus on production of finished two-dimensional works of art. Emphasis is on observation, interpretation of the visual environment, and imaginative painting. Advanced students extend and refine knowledge in the creative process. They are encouraged to develop their own artistic styles.

3-D Design Honors	3D Design 2 350609HH 9th Grade	3D Design 3 350710HH 10th Grade	3D Design 4 3508800HH 11th Grade	½ Unit
No Prerequisite				

Students apply the elements of art and principles of design, study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process. They develop foundational skills painting in a variety of media and techniques or concentrate

work in one medium. Sequential learning experiences focus on production of finished two-dimensional works of art. Emphasis is on observation, interpretation of the visual environment, and imaginative painting. Advanced students extend and refine knowledge in the creative process. They are encouraged to develop their own artistic styles.

Media Arts Honors	Media Arts 2 351609HH 9th Grade	Media Arts 3 351710HH 10th Grade	½ Unit
No Prerequisite			

This course is designed for advanced students who are planning art-oriented careers. The course contains highly specialized units of study and is developed to meet individual student needs. Areas of study will include printmaking, illustration, and sculpture in wood, fibers, paper, found objects, and clay. The course content will survey art history beginning with Impressionism and moving to the modern era.

AP Art Studio: Drawing, 2-D Design, 3-D Design					1 Unit
No Prerequisite					
11TH Grade			12TH Grade		
Drawing 357211AW	2-D Design 357411AW	3D Design 357511AW	Drawing 357212AW	2D Design 357412AW	3D Design 357512AW

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

Art 3 Honors S	*(Juniors who are completing AP Studio Art)*	1 Unit
Prerequisite: co-requisite with AP Studio Art	350311HW – 11th Grade	

This course is designed for advanced students who are planning art-oriented careers. The course contains highly specialized units of study and is developed to meet individual student needs and is taken in concert with AP Art Studio.

Art 3 Honors D	*(Juniors who are NOT completing AP Studio Art)*	2 Units
No Prerequisite	350311HD – 11th Grade	

This course is designed for advanced students who are planning art-oriented careers. The course contains highly specialized units of study and is developed to meet individual student needs towards finishing project and portfolio work.

Art 4 Honors S	*(Seniors who are completing AP Studio Art)*	1 Unit
Prerequisite: co-requisite with AP Studio Art	350412HW – 12th Grade	

This course is designed for advanced students who are planning art-oriented careers. The course contains highly specialized units of study and is developed to meet individual student needs and is taken in concert with AP Art Studio.

Art 4 Honors D	*(Seniors who are NOT completing AP Studio Art)*	2 Units
No Prerequisite	350312HD – 12th Grade	

This course is designed for advanced students who are planning art-oriented careers. The course contains highly specialized units of study and is developed to meet individual student needs towards finishing project and portfolio work.

Vocal Music

Chorus 1 Honors	*(formerly Chorus 3)*		1 Unit
Prerequisite: Concurrent enrollment in Honors Chorale	9TH - 35410AHW	11TH – 35410CHW	
	10th – 35410BHW	12TH – 35410DHW	

This course includes a study of basic theory, sight-singing, vocal technique, performance skills, and men's & women's literature. This course requires a serious approach to music and a positive attitude toward learning.

Chorus 2 Honors	*(formerly Chorale)*		1 Unit
Prerequisite: Audition and/or successful completion of SOA's 8th grade chorus	9TH - 35420AHW	11TH – 35420CHW	
	10th – 35420BHW	12TH – 35420DHW	

This course includes a study of basic vocal techniques and performance skills. Music theory and a sequenced sol-fege approach to sight singing will be emphasized. The ensemble will perform as a part of the choral department's major concerts. This course requires a serious approach to music and a positive attitude toward learning.

Chorus 3 Honors	*(formerly Vocal Ensemble)*		1 Unit
Prerequisite: Audition and concurrent enrollment in Madrigal Singers	9TH - 35430AHW	11TH – 35430CHW	
	10th – 35430BHW	12TH – 35430DHW	

This course includes an advanced study of theory, technique, and men's literature. This course requires strong sight reading skills. This course requires a serious approach to music and a positive attitude toward learning.

Chorus 4 Honors	*(formerly Madrigal Singers)*		1 Unit
Prerequisite: Audition	9TH - 35440AHW	11TH – 35440CHW	
	10th – 35440BHW	12TH – 35440DHW	

The Concert Choir is SOA's advanced vocal performance ensemble. Students receive further, intensive development of vocal technique and solfeggio. The concert choir will have an extensive concert season and will participate in South Carolina Music Educators Association events. This course requires a serious approach to music and a positive attitude toward learning.

Chorus 5 Honors	*(formerly Choral Ensemble)*		1 Unit
Prerequisite: Audition and concurrent enrollment in Madrigal Singers	9TH - 35450AHW	11TH – 35450CHW	
	10th – 35450BHW	12TH – 35450DHW	

This course includes an advanced study of theory, technique, and women's literature. This course requires strong sight reading skills. This course requires a serious approach to music and a positive attitude toward learning.