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*The front cover was designed by Mrs. Johnson's Digital Publication Design student, Shantell M. Black, Class of 2026.*



Jordan D. Smith, *Principal*  
Bamberg-Ehrhardt High School  
267 Red Raider Drive  
Bamberg, SC, 29003

SY 2023-2024

Students and Guardians  
Bamberg-Ehrhardt High School

## **BEHS CAREER PLANNING GUIDE**

Dear Students and Guardians:

The purpose of the career planning guide is to provide a road map directing students toward their individual graduation goals. The career planning guide contains information on all the courses of study offered at BEHS along with graduation requirements necessary to make informed educational decisions.

Students are required to have an active Individual Graduation Plan (IGP). The Bamberg-Ehrhardt High Guidance Department ensures each plan is up-to-date, aligned with current course offerings, meets graduation requirements, and fits the goals of the student. The IGP can be adjusted as a student's interests and goals change. The career planning guide helps parents and students navigate amongst the twenty-two majors developed from the sixteen national career clusters.

The administration, faculty, and staff want each student to be successful. The career planning guide is a necessary tool and helps strengthen the partnership between home and school.

Sincerely,

A handwritten signature in black ink, appearing to read 'J D Smith', written in a cursive style.

Jordan D. Smith

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# **BAMBERG-EHRHARDT HIGH SCHOOL PROGRAM OF STUDIES 2024-2025**

## **REQUIREMENTS FOR STATE HIGH SCHOOL DIPLOMA**

Effective with the 1997-1998 school years and thereafter, to qualify for a state high school diploma, a student must earn 24 units. Specific units for graduation are as follows:

English	4 units
Mathematics	4 units
Science	3 units
U.S. History	1 unit
Government	.5 unit
Economics	.5 unit
Other Social Studies	1 unit
Physical Education or Junior ROTC*	1 unit
Computer Science (including Keyboarding)	1 unit
Foreign Language or Career & Technology Education	1 unit
Personal Finance	.5 unit
Electives	6.5 units (can vary)
<b>TOTAL</b>	<b>24 UNITS</b>

**\*Course(s) will include the SC Comprehensive Health Education Standards.**

## **CORE COURSES**

**Most students will take the same courses at each grade level depending on their level of achievement and interest. As a rule, a student will take at least one course each year in English and Math. These courses are called core courses. The number of electives taken per year will vary according to student interest and need.**

## **CLASS RANK**

Top honor graduates will be selected by the GPA standards set by the state in the South Carolina Uniform Grading Scale. Class rank (based on total cumulative quality points) will be computed at the end of the freshman year, sophomore year, junior year, and senior year. For a student to qualify for valedictorian, salutatorian or honor graduate, he or she must be in continuous attendance at BEHS no later than the beginning of the junior year through graduation. Any student graduating early will not be in contention for valedictorian or salutatorian. Grade point average will be calculated to the third decimal place. In the case of a tie, the calculation will be extended. If there is still a tie, a co-valedictorian or co-salutatorian will be presented. Third year graduates may share, but will not replace a fourth year honor graduate.

Marshals that participate in the graduation ceremony will be determined by the top 10 students after calculating class rank for the 1<sup>st</sup> semester of the junior year.

## **COMMENCEMENT EXERCISES**

Only those students who are classified as a senior at the beginning of the spring semester and who pass all the units required for a diploma will be allowed to participate in the commencement exercises held at the end of the school year:

- A) Students who pass the required 24 units will receive a South Carolina high school diploma.

- B) Special education students who meet all of the requirements of the IEP but have not met the requirements for the South Carolina high school diploma will receive a certificate of achievement and participate in commencement.
- C) Seniors with debt to BEHS will not be allowed to participate in the graduation ceremony. **Seniors who do not participate in Awards Day Practice, Awards Day and Graduation Practice for graduation will not be allowed to participate in the graduation ceremony.**

### **SEAL OF DISTINCTION**

Students enrolled in South Carolina high schools shall have the opportunity to earn graduation Seals of Distinction within each high school diploma pathway that identifies a particular area of focus, beginning with students entering the ninth grade during 2018–19 school year. The earning of a graduation seal(s) shall be based upon the following criteria:

- A. Students shall meet all requirements set forth in State Board Policy R43-234: State Graduation Requirements, related to earning a high school diploma.
- B. Students may earn one or more Seals of Distinction including an Honors Seal, College Seal, Career Seal, Specialization Seal (with focus areas in the following: STEM, World Language, Arts, and Military).
- C. English I, II, III, IV or their course equivalents (Customized English I, II, III, IV), or higher level substitutes (AP, IB, or Dual Credit) must be taken to earn all Seals of Distinction. Course equivalents include Diploma Pathways approved innovative courses.
- D. Students are not required to earn a Seal of Distinction in order to receive a diploma.
- E. The implementation of this policy is required for all school district high schools or other programs awarding a South Carolina High School Diploma.
- F. The following requirements apply to earn one or more of the respective seals of distinction:



## DIPLOMA PATHWAYS SEALS OF DISTINCTION OVERVIEW

**One or more Seals may be earned, but are not required for graduation.**

\*Consult District or School Curriculum Guides for more information regarding curriculum choices and requirements.

Honors Seal of Distinction	College-Ready Seal of Distinction	Career Seal of Distinction	Specialization Seal of Distinction
<ul style="list-style-type: none"> <li>• <b>UGP</b> GPA 3.5 or higher</li> </ul> <p><b>English</b>- *4 Credits 2 at honors or higher level</p> <p><b>Math</b>- *4 Credits 3 at honors or higher level (Alg. 2 as a prerequisite for the 4<sup>th</sup> higher level credit)</p> <p><b>Lab Science</b> - *3 Credits 2 at honors or higher</p> <p><b>Social Studies</b>- *3 Credits 2 at the honors or higher level</p> <p><b>World Languages</b> - *2 Credits of the same language for class of 18-19 9<sup>th</sup> graders *3 Credits of the same language for entering 9<sup>th</sup> graders 19-20 and beyond</p> <p><b>Advanced Coursework</b>- *4 credits of honors or higher in Jr/Sr. years (the last 2 years prior to graduation)</p>	<ul style="list-style-type: none"> <li>• <b>UGP</b> GPA 3.0 or higher <b>OR</b> ACT (Composite Score) = 20 <b>OR</b> SAT = 1020 (combined*<sup>*</sup>math and evidenced-based reading/writing scores)</li> </ul> <p><b>English</b>- *4 Credits</p> <p><b>Math</b>- *4 Credits Alg. 1 (or the equivalent of Alg. 1), Geometry, Alg.2 and 4<sup>th</sup> Math with Alg.2 or Integrated Math 3 as a prerequisite</p> <p><b>Lab Science</b>- *3 Credits</p> <p><b>Social Studies</b>- *3 Credits</p> <p><b>World Language</b>- *2 Credits of the same language</p> <p><b>Fine Arts</b>- *1 Credit</p>	<ul style="list-style-type: none"> <li>• <b>UGP</b> GPA 2.5 or higher</li> </ul> <p>(Innovative courses <u>may</u> be approved and must align with student’s post secondary plan.)</p> <p><b>English</b>- *4 Credits</p> <p><b>Math</b>- *4 Credits</p> <p><b>Science</b>- *3 Credits</p> <p><b>Social Studies</b>- *3 Credits</p> <p>And <b>Completion of an EEDA major</b></p> <p>And one of the following: <b>Earn at least 1 industry-recognized credential</b> <b>OR</b> <b>Silver or higher on WIN</b> <b>OR</b> <b>A semester-long WBL placement credit.</b></p>	<ul style="list-style-type: none"> <li>• <b>UGP</b> GPA 3.0 or higher (all areas)</li> </ul> <p>(Complete one area to qualify)</p> <ul style="list-style-type: none"> <li>• <b>STEM</b>- *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</li> <li>• <b>World Language</b>- *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; <b>English Learners</b> – all criteria above and Level 5 composite ACCESS test score</li> <li>• <b>Military</b>- *4 credits in JROTC; and an ASVAB score of 31 or higher</li> <li>• <b>Arts</b>- *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</li> </ul>

### GENERAL INFORMATION

**For Informational Purposes: Comparison of College Preparatory Course Prerequisite Requirements to High School Diploma Requirements**

<b>College Preparatory Course Prerequisites (for Entering College Freshmen Beginning in 2019)</b>	<b>Recommended Courses to Meet the 2019 College Preparatory Course Prerequisite Requirements**</b>	<b>Current High School Diploma Requirements (SCDE) Effective 6/28/13</b>
<p><b>FOUR UNITS OF ENGLISH:</b> All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.</p>	<p>English 1 English 2 English 3 English 4 IB English Courses AP English Courses</p>	<p><b>English Language Arts = 4 units</b> <i>English 1, 2, 3, 4</i></p>
<p><b>FOUR UNITS OF MATHEMATICS:</b> These units must include Algebra I<sup>***</sup>, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.</p>	<p>Algebra I<sup>***</sup> Geometry Algebra II Fourth higher-level mathematics unit selected among: Algebra III Precalculus Calculus Probability and Statistics Discrete Mathematics Computer Science<sup>****</sup> IB Mathematics Courses AP Mathematics Courses AP Computer Science</p>	<p><b>Mathematics = 4 units</b> <i>Algebra 1, 2 Geometry Pre-calculus Calculus Discrete Mathematics Probability and Statistics</i></p>
<p><b>THREE UNITS OF LABORATORY SCIENCE:</b> 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 science or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science</p>	<p>Biology Chemistry Physics Earth Science IB Science Courses AP Science Courses</p>	<p><b>Science = 3 units</b> <i>Physical Science Earth Science Biology 1, 2 Chemistry 1, 2 Physics</i></p>
<p><b>TWO UNITS OF THE SAME WORLD LANGUAGE:</b> Two units with a heavy emphasis on language acquisition.</p>	<p>Spanish French German American Sign Language (ASL) Chinese Japanese</p>	<p><b>Foreign Language or Career and Technology Education = 1 unit</b></p>

<b>College Preparatory Course Prerequisites (for Entering College Freshmen Beginning in 2019)</b>	<b>Recommended Courses to Meet the 2019 College Preparatory Course Prerequisite Requirements**</b>	<b>Current High School Diploma Requirements (SCDE) Effective 6/28/13</b>
	Russian Classics (Latin, Greek, Hebrew)	
<b>THREE UNITS OF SOCIAL SCIENCE:</b> One unit of U.S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.	U.S. Government Economics U.S. History and Constitution World Geography Western Civilization Psychology Sociology IB Social Science Courses AP Social Science Courses	<b>U.S. History and Constitution = 1 unit</b>  <b>Economics = ½ unit</b>  <b>U.S. Government = ½ unit</b>  Other Social Studies = 1 unit <i>World History</i> <i>World Geography</i>
<b>ONE UNIT OF FINE ARTS:</b> One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.	Art (Media, Visual, Digital) Chorus Instrumental Music Dance Music Theater AP Fine Arts Courses IB Fine Arts Courses Art Appreciation Music Appreciation	
<b>ONE UNIT OF PHYSICAL/HEALTH EDUCATION OR ROTC:</b> One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.	Physical Education Health Education ROTC	<b>Physical Education or Junior ROTC = 1 unit</b>
<b>TWO UNITS OF ELECTIVES:</b> Two units must be taken as electives. A college preparatory course in Computer Science**** is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite).	A college preparatory course in Computer Science**** is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (science courses for which biology, chemistry, physics, or earth science is a prerequisite).	<b>Electives = 7 units</b>

**NOTES:**

- \* Each institution may make exceptions in admitting students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student.
- \*\* This list of courses will be reviewed each year. Schools that offer dual enrollment courses should consult with and receive written approval from the Commission before using such courses to meet these 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).



\*\*\*\* Computer Science should involve significant programming content, not simply be keyboarding or using applications.

**\*\*PLEASE NOTE: ABOVE ARE THE GENERAL REQUIREMENTS FOR SC COLLEGE/UNIVERSITY ADMISSIONS. IT IS THE RESPONSIBILITY OF THE STUDENT TO RESEARCH AND KNOW THE SPECIFIC REQUIREMENTS FOR THE COLLEGE/UNIVERSITY OF THEIR CHOICE. \*\***

### **STUDENT LOAD**

Ninth-eleventh grade students will be scheduled for at least eight credits per year. Depending on requirements met, seniors may have the option to take only six credits.

Students may take two English or Math classes per year if (1) they are repeating one of the courses; and (2) if there is space available. Students taking the course for the first time will always have priority. Students may not take concurrent English courses in a single semester.

Students are required to take an English or Math course each year even if they have chosen to take two English or Math courses in previous years.

**Seniors must be enrolled as full time students at BEHS to be eligible for any honors recognition.**

### **EEDA and HSTW**

The Education and Economic Development Act (EEDA) was written and passed by the South Carolina legislature to create the context and infrastructure needed by schools to implement changes from kindergarten through post-secondary education.

Specifically, the new legislation requires high schools to:

- Revise the secondary curriculum around organized clusters of study with major areas of academic focus consisting of electives that relate to preparation of post-secondary plans
- Develop an Individual Graduation Plan (IGP) that lists the academic courses required for both graduation and entry into post-secondary education and courses related to the student's selected major and includes extended learning opportunities such as internships and job shadowing
- Implement the principles of the High Schools that Work (HSTW) organizational model and address the ten key practices enumerated by the Southern Regional Education Board in the HSTW model:

- Setting high expectations
- Increasing access to challenging career/technical studies
- Increasing access to rigorous academic studies
- Having students complete a challenging program of study
- Have a structure and schedule for teachers to work together
- Giving students choices for school-based and work-based learning
- Having each student actively engaged in the learning process
- Involving students and parents in a guidance and advisement system
- Providing a structured system of extra help
- Using student assessment and program evaluation data for continuous improvement.

Bamberg-Ehrhardt High School is an approved HSTW site. According to the EEDA, opportunities must exist for students to relate classroom activities to the work environment.

### **INDIVIDUAL GRADUATION PLANS (IGPs)**

The purpose of the IGP is to help students and parents plan for and explore educational and professional possibilities in order to make appropriate secondary and post-secondary decisions. This educational plan consists of: (1) the state high school graduation requirements and/or

college entrance requirements; and (2) course recommendations for successful completion of a major that aligns to post-secondary education and the workplace. In the eighth grade, students, along with their parents or guardians, will meet individually with counselors and draft an initial IGP, identifying a cluster of study they are interested in exploring and mapping out courses they may take in high school. These selections can change. The IGP will be reviewed and updated every year until graduation. A cluster is a means of organizing instruction and students experiences around broad categories that encompass virtually all occupations from entry level through professional level. A major is a concentration of coursework in a specialized area. A major consists of the completion of at least four required units of study as well as complementary electives that relate to that area. Majors help students focus their course selection around a concentration in a specific area. Students are never locked into a specific cluster or major. There is ample opportunity to complete a major and participate in other areas of interest.

### **CLASSIFICATION OF STUDENTS**

**First Year Enrolled in High School:** This student will be classified as a FRESHMAN by their homeroom status. In order to be on track for graduation in four years, it is recommended that students earn a minimum of 5 units to include 1 English and 1 math at the end of their freshman year.

**Second Year Enrolled in High School:** This student will be classified as a SOPHOMORE by their homeroom status. In order to be on track for graduation in four years, it is recommended that students earn a minimum of 11 units to include two units of English and math and one unit of science and social studies by the end of their sophomore year.

**Third Year Enrolled in High School:** The student will be classified as a JUNIOR by their homeroom status. Students are recommended to earn a minimum of 17 units and be able to schedule the courses needed to earn the necessary 24 units to graduate by the end of their junior year. Unless otherwise determined by a multidisciplinary team in the case of a student with a disability under federal and state law, the student will remain at this level until he/she meets the criteria for being classified as a senior. At the end of the first term, a student's records may be re-evaluated for placement in a senior homeroom. In order to be moved mid-year, the student must be eligible to graduate at the end of spring semester.

**Senior:** The student will be classified as a SENIOR by their homeroom status ONLY if he/she has earned a minimum of 17 units and can successfully complete all requirements for a South Carolina high school diploma to graduate at the end of the spring semester.

## **GRADING SCALE POLICY**

### **The Legislative Mandate:**

S. C. Code Ann. Section 59-5-68 (2004) reads as follows:

The General Assembly finds that given the facts 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 student of South Carolina for a uniform grading scale to be developed and adopted by 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 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.

The State Board of Education (SBE) adopted a Uniform Grading Policy (UGP) for South Carolina's public schools in December 1999. 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 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 2016-2017 school year. Other 2017 changes made to the UGP will take effect in the 2017-18 and later school years.

Current grades in courses carrying Carnegie units will be converted to the new scale according to the conversions table below.

1. Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratio are shown in the chart below.

**GRADE POINT CONVERSION TABLE**

		CP	HONORS	AP/IB
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-51	F	0.000	0.000	0.000
51	WF	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
51	F	0.000	0.000	0.000

2. All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken (i.e. English I,

Algebra II Honors). When transcripts are received from out-of-state (or in-state from other than public schools) and letter grades are recorded, the following process will be used to transfer the grades in the student's record: A=95; B=85; C=75; D=65; F=50. Grades lower than 60 received from another school, but which are indicated as a passing grade from the sending institution, will be converted to a 65 numerical grade on the new scale.

A grade of P (passing) received from another school will be converted to a numerical designation based on information secured from the sending institution as to the approximate numerical value of the "P". If no numerical average can be obtained from the sending institution, the student's cumulative transfer GPA will be calculated and the corresponding number equivalent will be assigned to replace the P. (For example, if a student transfers with a cumulative GPA of 3.5 on the CP scale, the grade of "P" would be converted to an 85. A grade of "P", in other words, will neither positively nor negatively impact the student's transfer GPA.)

3. The uniform grading scale and system for figuring GPR and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school.
4. Grade point ratios will be figured uniformly in all schools using the following formula. The formula will yield each student's GPR which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number.

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

Sum of units attempted

Example:

Student A	Grade	Weighted GPR	Unit
English CP I	91	4.100	1
Algebra I CP	87	3.700	1
Physical Science CP	94	4.400	1
World Geography H	83	3.800	1
Physical Ed CP	92	4.200	1
French I CP	84	3.400	1

Computation:

$$4.100 \times 1 = 4.100$$

$$3.700 \times 1 = 3.700$$

$$4.400 \times 1 = 4.400$$

$$3.800 \times 1 = 3.800$$

$$4.200 \times 1 = 4.200$$

$$3.400 \times 1 = 3.400$$

Sum of units attempted 6 = 23.600 sum of quality points x units

Sum of (quality points x units) sum of units attempted, truncated to 3 decimal places = 23.600 = truncated to 3.933

Computations will not be rounded to a higher number.

The establishment of criteria for determining honor graduates, to include the valedictorian or salutatorian, is a local decision. Local boards may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when ranking students for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

- **Students and parents need to choose courses carefully. Students who withdraw from a course after three days in a 45-day course, or five days in a 90-day course, or ten days in a 180-day course shall be assigned a grade of WF, and the F (as a 51) will be calculated into the student's overall grade point average.**

- **Students who do not receive credit due to excessive absences will be assigned an FA.**
- Only students who are diploma candidates are included in the class rank.
- Only a course with a D or F may be retaken.

The student's record will reflect all courses taken and the grade earned, with the following exception:

*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).*

### **HONORS COURSES**

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

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

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

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

### **DUAL ENROLLMENT**

Dual Enrollment Courses may be taken after the following have been met:

1. Prerequisites for each course must be completed.
2. A cumulative 3.0 GPA (on SC Uniform Grading Scale) or scores on appropriate college placement assessments must be made per admission guidelines (Accuplacer, SAT, ACT, PSAT)
3. A BEHS Approval Form must be filled out and submitted with proper signatures to the Guidance Department prior to enrolling in the Dual Enrollment Course.

## ABSENCES

Good attendance habits are the cornerstone of a student's success in high school. Every absence is an opportunity lost forever. The days of allowable absences from school are not to be interpreted as "cuts" but are excused for emergencies, obligations, and illness. If a student enrolls in school after the beginning of the school session, absences will count from the first day of the session and not from the day of enrollment. Students who transfer to Bamberg-Ehrhardt from another school will be credited with the days attended in the school from which they have transferred (in the same school year).

Students will be allowed no more than five (5) absences in a one (1) unit course or three (3) in a ½ unit course.

- Students who exceed the total number of allowable days may be denied credit for excessive absences. Transfer students are subject to District policy pertaining to total days absent.
- Only written doctors' excuses may be accepted for absences for medical reasons. The principal may grant exceptions on a case by case basis. Parent notes are accepted but do not count the same as a medical excuse.
- All excuses are due when the student returns to school after being absent.
- Under certain circumstances, a student may appeal to the principal to be allowed to make up some of the days missed in order to receive credit. The student must write a letter to the principal if an appeal is requested.
- **If a student fails a course due to excessive absences, the school will record a grade of "FA" on the transcript. The grade of "FA" will not carry Carnegie units but will be factored into the student's GPA as a 50.**

## ATTENDANCE RECOVERY

Course Days	Maximum absences allowed	Days allowed for recovery
45	6	3
90	10	5

Students that exceed the number of days allowed will **not** receive credit for the course.

## SENIOR ARRIVAL AND DISMISSAL

A senior who does not have a first or fourth period class scheduled may request late arrival or early dismissal provided he/she meets the following criteria:

1. Is on schedule to graduate with his/her class
2. Is enrolled in a senior homeroom
3. Seniors are required to take a minimum of three academic courses per semester.

## PARENT PORTAL

BEHS now offers parents access to their student's grades on-line. Parents may register for access to the PowerSchool Parent Portal page in the Guidance Department. A valid South Carolina Driver's License is required.

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## ENGLISH

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The Commission on Higher Education requires four units of English for admission to South Carolina state-supported four year colleges.

The South Carolina English Language Arts Curriculum represents what students are expected to know and be able to do as readers, writers, and researchers in high school. The curriculum standards are best taught and evaluated within a comprehensive literacy curriculum that includes extensive opportunities for students to read, write, communicate, and inquire about their work in an integrated approach. Standards are to be addressed frequently with increasingly difficult texts over extended periods of time to promote deep understanding. All English courses are aligned to the South Carolina State Standards. To meet the requirement for a South Carolina High School Diploma, students must earn four units in English.

English I, II, III, and IV are required. All other offerings in the English department are electives. English I, II, III, and IV are taught to **college-preparatory** standards. Seniors at Bamberg Ehrhardt High School are required to take an English course even if they have completed their English IV course by the beginning of the senior year.

**Any student not completing work required as a preparation for an honors course will automatically be moved to College Prep English. Summer work is due the first day of school or at the directive of the teacher and should be turned in to the assigned teacher of English.**

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### **English I (1 Unit)**

**Grade Placement:** 9 - 10

**Prerequisites:** A grade of 60 or above in 8<sup>th</sup> grade English.

Using South Carolina's Standards for English Language Arts for grade 9, this semester course will prepare students to be college and career ready upon graduation from high school. Students who are college and career ready in English Language Arts will demonstrate:

- Academic success and employability
- Interdependent thinking and collaborative spirit
- Intellectual integrity and curiosity
- Logical reasoning
- Self-reliance and autonomy
- Effective communication

This semester course will include study of literary and informational texts, vocabulary, narrative, expository, and argumentative essays, technical reports, and communication skills. Regular attendance, exemplary behavior, and daily preparation will help ensure successful completion of one Carnegie unit of credit toward earning a high school diploma.

### **English I Honors (1 Unit)**

**Grade Placement:** 8

**Requirement:** Summer assignment may be required.

This course is a high school credit course taught at the Middle School level. The rigorous curriculum follows the South Carolina State Standards for English Language Arts English I and additionally meets requirements for SC Honors courses. Extensive reading, reflection, and writing with high level thinking skills are all expected in and outside of class. Students will be expected to have command of Standard American English conventions and grammar.



**English II (1 Unit)****Grade Placement:** 10-11**Prerequisite:** The following will be considered for students applying for English II.

- English I with a grade of 60 or higher
- English I Honors with a grade of 60-84

Using South Carolina’s Standard for English Language Arts for grade 10, this course will prepare students to be college and career ready upon graduation from high school. Students who are college and career ready in English Language Arts will demonstrate:

- Academic success and employability
- Interdependent thinking and collaborative spirit
- Intellectual integrity and curiosity
- Self-reliance and autonomy
- Effective communication

This course will study of literary and informational texts, vocabulary, narrative, expository and argumentative essays, technical reports, and communication skills. Regular attendance, exemplary behavior, and daily preparation will help ensure successful completion of one Carnegie unit of credit toward earning a high school diploma. The SC End of Course exam for English II is required at the end of the year and will count as 20% of the final grade for students.

**English II Honors (1 Unit)****Grade Placement:** 9-10**Prerequisite:** The following criteria will be considered for student’s applying for English II Honors.

- Completion of English I with a grade of 93 or higher and teacher’s recommendation
- Completion of English I Honors with a grade of 85 or higher

**Requirement:** Summer assignments (due according to teacher’s directive)

Using South Carolina’s Standards for English Language Arts for grade 10, this course will prepare students to be college and career ready upon graduation from high school. Students who are college and career ready in English Language Arts will demonstrate:

- Academic success and employability
- Interdependent thinking and collaborative spirit
- Intellectual integrity and curiosity
- Logical reasoning
- Self-reliance and autonomy
- Effective communication

This course will include study of literary and informational texts, vocabulary, narrative, expository, and argumentative essays, technical reports, and communication skills. Regular attendance, exemplary behavior, and daily preparation will help ensure successful completion of one Carnegie unit of credit toward earning a high school diploma. The SC End of Course exam for English II is required at the end of the year and will count as 20% of the final grade for students.

**English III (1 Unit)****Grade Placement:** 11 -12**Prerequisite:** A grade of 60 or above in English I and II

Using South Carolina's Standards for English Language Arts for grade 11 this course will prepare students to be college and career ready upon graduation from high school. Students who are college and career ready in English Language Arts will demonstrate:

- Academic success and employability
- Interdependent thinking and collaborative spirit
- Intellectual integrity and curiosity
- Logical reasoning
- Self-reliance and autonomy
- Effective communication

This course will include study of literary and informational texts, vocabulary, narrative, expository, and argumentative essays, technical reports, and communication skills. Regular attendance, exemplary behavior, and daily preparation will help ensure successful completion of one Carnegie unit of credit toward earning a high school diploma.

**English III Honors (1 Unit)****Grade Placement:** 10 or 11**Prerequisite:** The following criteria will be considered for students applying for English III Honors.

- Completion of English II with a grade of 93 or higher and teacher's recommendation
- Completion of English II Honors with a grade of 85 or higher

**Requirement:** Summer assignments (due according to teacher's directive)

Using South Carolina's Standards for English Language Arts for grade 11, this course will prepare students to be college and career ready upon graduation from high school. Students who are college and career ready in English Language Arts will demonstrate:

- Academic success and employability
- Interdependent thinking and collaborative spirit
- Intellectual integrity and curiosity
- Self-reliance and autonomy
- Effective communication

This course will include study of literary and informational texts, vocabulary, narrative, expository, and argumentative essays, technical reports, and communication skills. Regular attendance, exemplary behavior, and daily preparation will help ensure successful completion of one Carnegie unit of credit toward earning a high school diploma.

**English IV (1 Unit)****Grade Placement:** 11 or 12**Prerequisite:** English I, English II, and English III with a grade of 60 or above.

Using South Carolina's Standard for English Language Arts for grade 11 this course will prepare students to be college and career ready upon graduation from high school. Students who are college-and-career ready in English Language Arts will demonstrate:

- Academic success and employability
- Interdependent thinking and collaborative spirit
- Intellectual integrity and curiosity
- Logical reasoning
- Self-reliance and autonomy
- Effective communication

This course will include study of literary and informational texts, vocabulary, narrative, expository, and argumentative essays, technical reports, and communication skills. Regular attendance, exemplary behavior, and daily preparation will help ensure successful completion of one Carnegie unit of credit toward earning a high school diploma.

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## FOREIGN LANGUAGES

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South Carolina state-supported colleges and universities require two-three years of the same foreign language. Most private colleges have the same requirement. Foreign language may be replaced by a CATE course to meet the requirements for a high school diploma.

Bamberg-Ehrhardt High School offers three levels of Spanish. Our mission is to offer courses to any student who is interested in learning to communicate in Spanish. These courses allow our students to communicate in Spanish, to gain knowledge of other cultures, and to develop insight into the nature of language.

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### **Spanish I (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** None

Spanish I is an introduction to the Spanish language where students learn to communicate in real-life contexts. This course is the first in a series to develop the skills of understanding, speaking, reading, and writing Spanish. Students will learn to pronounce and use the basic sounds and intonation patterns of the language. They will also gain a basic knowledge of Spanish culture as they participate in language learning activities. By the end of this course, the student is expected to use basic vocabulary, phrases, and idioms.

### **Spanish II (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** Spanish I with a recommended average of 80 or above.

This course is designed for students to expand their knowledge of the Spanish language and culture. The major objective of the course is the development of the four skills of understanding, speaking, reading and writing. Students will expand their vocabulary in situations covered in Spanish I as well as in new areas. Class activities will help students acquire the ability to function in the Spanish culture and communicate with native speakers.

### **Spanish III (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** Spanish I and Spanish II with a recommended average of 80 or above.

Recommended grade level: 10-12

In Spanish III, students continue to develop their proficiency in the language. They communicate using more complex structures on a variety of topics. The students will also develop the ability to discuss topics related to historical and contemporary events and issues. Throughout the course, there will be a review of language concepts that were previously studied.

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## MATHEMATICS

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In order to receive a South Carolina High School Diploma, students are required to earn at least four units in mathematics. Additionally, the Commission on Higher Education (CHE) has established minimum course requirements for applicants to four-year programs in South Carolina public colleges and universities. CHE requires three units in mathematics, including Algebra I, Algebra II and Geometry with a fourth upper level mathematics course. Foundations in Algebra and Intermediate Algebra count together as a substitute for Algebra I. A fourth and fifth higher level mathematics course is strongly recommended and may be required for admission to some colleges.

To ensure a well-rounded mathematics curriculum, it is strongly recommended that students take courses in algebra, geometry and statistics. WIN, a career based test required by many employers in the area, includes questions from these areas of mathematics. A college and career ready test will also be given to all juniors in addition to WIN, The 21<sup>st</sup> Century graduate needs knowledge of mathematics to be successful in most careers and/or professions. In order to be fully prepared for the post-secondary experience, students at Bamberg-Ehrhardt High School (BEHS) must take at least one math course each year. It is highly recommended that students take more than the four required units in math. Calculators are provided to students with parent permission. If the calculator is lost, the cost of the calculator is billed to the student. It is highly recommended students/parents invest in a graphing calculator for use in mathematics course throughout high school years.

For students planning to complete at least pre-calculus in high school, the recommended sequence of prerequisite courses is Algebra I, Geometry, followed by Algebra II. For students not planning to study Pre-Calculus in high school, the recommended course sequence is Foundation in Algebra and Intermediate Algebra (or Algebra I) followed by Geometry, and then followed by Probability and Statistics. Students may choose to take Algebra II based on their individual graduation plan (IGP)

Students are encouraged to pay special attention to course descriptions that recommend a minimum grade average in the prior course. Students not achieving this minimum final grade in the prerequisite course have more difficulty achieving a satisfactory grade in subsequent courses. Students not having the recommended grade are encouraged to take steps to improve their understanding of the prerequisite content.

The South Carolina End-of-Course Examination Program (EOCEP) includes an end-of-course test for mathematics. At the completion of Algebra I Honors, Algebra I or Intermediate Algebra students are required to take the state developed Algebra I End-of-Course test. This test is the final exam for Algebra I Honors, Algebra I or Intermediate Algebra and constitutes 20% of the final grade.

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### **Foundations and Structure of Algebra (1 Unit)**

**Grade Placement:** 9-10

**Prerequisite:** None

Algebra 1 is the backbone of high school mathematics and prepares students for success in all subsequent mathematics courses. Therefore, it is important that all students are successful in Algebra 1. As a result, one pathway offered to South Carolina students to complete Algebra 1 includes a **two course integrated sequence** offered to students who may need additional support in order to be successful in Algebra 1. This pathway begins with **Foundations and Structure of Algebra**.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities, spreadsheets, and computer algebra systems, to solve problems and to master standards in all **key concepts** of this course.

Key concepts in Foundations in Algebra include: Creating Equations, Reasoning with Equations and Inequalities, Structure and Expressions, Building and Interpreting Functions, Linear, Quadratic and Exponential Functions, Quantities, Real Number System, Interpreting Data, Making Inference and Justifying Conclusions and Using Probability to Make Decisions.

### **Intermediate Algebra: Functions and Modeling (1 Unit)**

**Grade Placement:** 9–10

**Prerequisite:** Foundations in Algebra

Intermediate Algebra: Functions and Modeling is the second course in this two-course integrated sequence designed to prepare students for college and career readiness by providing a foundation in algebra, probability, and statistics. This course builds on the conceptual knowledge and skills students mastered in Foundations and Structure of Algebra and in earlier grades in areas such as algebraic thinking, statistics, data analysis, and proportional reasoning. **Upon completion of this course, the South Carolina End-of-Course Examination will be administered. This required exam will count 20% of the final grade.**

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities (Desmos online graphing calculator), spreadsheets, statistical software, and computer algebra systems, to solve problems and to master standards in all **key concepts** of this course.

Key concepts taught in the Intermediate Algebra Course: Polynomial and Rational Expressions, Creating Equations, Reasoning with Equations and Inequalities, Structure and Expressions, Building and Interpreting functions, Linear, Quadratic and Exponential Functions, and the Complex Number system.

### **Algebra I CP (1 Unit)**

**Grade Placement:** 9

**Prerequisite:** Two out three are required. 1) Advance/Met in South Carolina Ready Assessment 2) 90 or above in 8<sup>th</sup> Grade Math or 3) Teacher Recommendation

South Carolina College-and-Career Ready (SCCCR) Algebra I is designed to provide students with knowledge and skills to solve problems using simple algebraic tools critically important to college and careers. In SCCCR Algebra I, students build on the conceptual knowledge and skills they mastered in earlier grades in areas such as algebraic thinking, data analysis, and proportional reasoning.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities (Desmos online graphing calculator), spreadsheets, and computer algebra systems, to solve problems and to master standards in all **key concept** of this course. **Upon completion of this course, the South Carolina End-of-Course Examination will be administered. This required exam will count 20% of the final grade.**

Key concepts include Arithmetic and Polynomials and Rational Expressions, Creating Equations, Reasoning with Equations and Inequalities, Structure and Expressions, Building functions, Interpreting Functions, Linear Quadratic and Exponential Functions, Quantities, Real Number System, Interpreting Data.

### **Geometry CP (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** Successful completion of Algebra I CP or Foundations and Structure of Algebra and Intermediate Algebra: Functions and Modeling.

Geometry provides students with tools to solve problems about objects and shapes in two and three dimensions, including theorems about universal truths and spatial reasoning.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, diagrams, or other mathematical representations to analyze real-world situations and solve problems. Use of mathematical tools is important in creating and analyzing the mathematical representations used in the modeling process. In order to represent and solve problems, students should learn to use a variety of mathematical tools and technologies such as a compass, a straightedge, graph paper, patty paper, graphing utilities (Desmos online graphing calculator), and dynamic geometry software.

### **Algebra II CP (1 Unit)**

**Grade Placement:** 10 - 12

**Prerequisite:** Algebra I or Foundations and Structure of Algebra and Intermediate Algebra: Functions and Modeling.

**Recommendation:** Students with a grade of 75 or below are recommended to repeat Algebra I in order to improve their basic algebra skills before taking Algebra II CP.

In South Carolina College-and-Career Ready (SCCCR) Algebra II, students extend their study of foundational algebraic concepts, such as linear functions, equations and inequalities, quadratic functions, absolute value functions, and exponential functions, from previous mathematics encounters. Additionally, students study new families of functions that are essential for subsequent mathematical application and learning.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities (Desmos online graphing calculator), spreadsheets, and computer algebra systems, to solve problems and to master standards in all **key concepts** of this course.

### **Probabilities and Statistics (1 Unit)**

**Grade Placement:** 11 - 12

**Prerequisite:** Algebra I or Foundations and Structure of Algebra and Intermediate Algebra: Functions and Modeling, and Geometry.

South Carolina College-and-Career Ready (SCCCR) Probability and Statistics is designed to prepare students for success in post-secondary careers and statistics courses and in a world where knowledge of data analysis, statistics, and probability is necessary to make informed decisions in areas such as health, economics, and politics. IN SCCCR Probability and Statistics, students build on the conceptual knowledge and skills they mastered in previous mathematics course in areas such as probability, data presentation and analysis, correlation, and regression.

### **Pre- Calculus CP (1 Unit)**

**Grade Placement:** 11 – 12

**Prerequisite:** Algebra I or Foundations and Structure of Algebra and Intermediate Algebra: Functions and Modeling, Algebra II and Geometry

This course focuses on the development of an understanding of functions and the application of functions and advanced mathematics concepts to solve problems. The course includes a study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Emphasis is on active participation through modeling, technology lab activities, group activities and communication in mathematics. Students are expected to use technology including graphing calculators (Desmos online graphing calculator), and computers.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, diagrams, or other mathematical representations to analyze real-world situations and solve problems. Use of mathematical tools is important in creating and analyzing the mathematical representations used in the modeling process. In order to represent and solve problems, students should learn to use a variety of mathematical tools and technologies such as a compass, a straightedge, graph paper, patty paper, graphing utilities, and dynamic geometry software.



## HONORS MATHEMATICS COURSES

Honors Mathematics courses are intended to be more challenging than core courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors Mathematics courses should be distinguished by a difference in the quality of work expected rather than merely the quantity of work required.

### **Algebra II Honors (1 Unit)**

**Grade Placement:** 9-10

**Prerequisite:** Algebra I Honors and/or Geometry Honors with a grade of 85 or higher and teacher recommendation; or Algebra I and/or Geometry CP with a grade of 90 or higher and teacher recommendation

This course is designed for students who have demonstrated exceptional mathematical capabilities during the study of Algebra I. It facilitates the development of proficiency in solving equations and inequalities, with a concentration in all functions.

In South Carolina College-and-Career Ready (SCCCR) Algebra II, students extend their study of foundational algebraic concepts, such as linear functions, equations and inequalities, quadratic functions, absolute value functions, and exponential functions, from previous mathematics encounters. Additionally, students study new families of functions that are also essential for subsequent mathematics application and learning.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities (Desmos online graphing calculator), spreadsheets, and computer algebra systems, to solve problems and to master standards in all **key concepts** of this course.

### **Algebra III Honors (1 Unit)**

**Grade Placement:** 11-12

**Prerequisite:** Algebra II Honors with a grade of 85 or higher, and teacher recommendation or Pre-Calculus CP with a grade of 90 or higher and Geometry CP and Algebra II CP with a grade of 90 or higher. This course is taken with Pre-Calculus Honors.

This course prepares students to study calculus and other advanced mathematics courses. It is intended for those students who have demonstrated exceptional mathematical abilities and desire a rigorous comprehensive course of study.

In South Carolina College- and Career-Ready (SCCCR) Pre-Calculus, students build on the conceptual knowledge and skills for mathematics they mastered in previous mathematics courses and construct a foundation necessary for subsequent mathematical study. The standards for those courses provide students with a foundation in the theory of functions, roots and factors of polynomials, exponential and logarithmic functions, the complex number system, and an introduction to trigonometry.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other

mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies, such as graphing utilities, spreadsheets, and computer algebra systems, to solve problems and to master standards in all **key concepts** of this course.

### **Pre-Calculus Honors (1 Unit)**

**Grade Placement:** 11-12

**Prerequisite:** Algebra III Honors with a grade of 85 or higher, and teacher recommendation.

This course is a link to Algebra III Honors and is required for Elementary Calculus (MAT 130). In the event that Pre-Calculus Honors is dropped, only College Prep weighting will be awarded to the Algebra III Honors course.

### **Geometry Honors (1 Unit)**

**Grade Placement:** 9-12

**Prerequisite:** Algebra I Honors with a grade of 85 or higher, and teacher recommendation.

This course provides a comprehensive study of geometric concepts and principles. Students are required to apply geometric theorems to problem solving situations that require abstract reasoning abilities. Logical reasoning is developed through various means.

South Carolina College- and Career-Ready (SCCCR) Geometry provides students with tools to solve problems about objects and shapes in two- and three-dimensions, including theorems about universal truths and spatial reasoning.

In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, diagrams, or other mathematical representations to analyze real-world situations and solve problems. Use of mathematical tools is important in creating and analyzing the mathematical representations used in the modeling process. In order to represent and solve problems, students should learn to use a variety of mathematical tools and technologies such as a compass, a straightedge, graph paper, patty paper, graphing utilities, and dynamic geometry software.

### **Advanced Placement Calculus AB (1 Unit)**

**Grade Placement:** 12

**Prerequisite:** Pre-Calculus Honors with a grade of 85 or higher and teacher recommendation or a score of 550 on the math portion of the PSAT/SAT.

This course includes a study of elementary functions, differential calculus and integral calculus. The College Board determines the course description; therefore, the content of this course must adhere to those requirements. Students must be prepared to spend an average of one hour per night on homework to be successful. This course is linked to a required 1 unit honors course.

In order to qualify for a State High School Diploma, students must earn three units in Science. One of these three must be Biology I which the state has designated as a graduation requirement and for which an End-of-Course test is given. All students must have taken the

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## SCIENCES

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Biology I EOC by the end of their third year after their initial enrollment in ninth grade. The Biology EOC test counts 20% of the students' final grade. The other two courses can be any of those listed below.

The Commission on Higher Education (CHE) requires three units of laboratory science for admission to SC state-supported four-year colleges and universities. Two of those units must be taken in two different fields of the physical or life sciences and selected from among biology, chemistry, or physics. The third unit may come from the same field as one of the first two units or from any laboratory science for which biology and/or chemistry is a prerequisite.

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### **Integrated Science (1 Unit)**

**Grade Placement:** 9

**Prerequisite:** Teacher and Guidance Recommendation

Integrated science provides basic fundamentals of both life and physical sciences. It is designed to prepare students to be successful in their next level science courses which will include, but not limited to Biology I, Physical Science, and/or Chemistry I.

### **Physical Science CP (1 Unit)**

**Grade Placement:** 9

**Prerequisites:** Teacher recommendation, passed or taking Algebra I concurrently

Physical Science is a study of the principal concepts of chemistry and physics. Laboratory investigations and mathematical applications are an integral part of this course. Chemistry units include composition and classification of matter, atomic structure and the periodic table, and chemical reactions. Physics units include forces and motion, conservation of energy, electricity and wave phenomena.

### **Physical Science Honors (1 Unit)**

**Grade Placement:** 9

**Prerequisites:** Algebra I Honors with a grade of 85 or higher and 8<sup>th</sup> grade science of a grade of 90 or higher. Eighth grade science and math with an average of 90 or higher and teacher recommendation.

This course is an in-depth study of chemistry and physics. Emphasis is placed on problem solving, the development of critical thinking skills. Laboratory investigations and mathematical applications are an integral part of this course. Chemistry units include composition and classification of matter, atomic structure and the periodic table, and chemical reactions. Physics units include forces and motion, conservation of energy, electricity and wave phenomena. All SC Physical Standards and Indicators are addressed. Students conduct independent and group investigation projects throughout the term.

### **Biology I CP (1 Unit)**

**Grade Placement:** 9-10

**Requirement:** Must take Biology I End-of-Course Test.

This course covers the major concept areas of biological science including: the cell; the flow of energy in living systems; and the molecular basis of heredity; biological evolution and diversity of life; and interdependence among organisms and their environments. The student develops an

understanding and appreciation of all living things and their critical relationship with one another. All the SC Biology Academic Standards are addressed. Laboratory activities are an essential aspect of this course.

### **Biology I Honors (1 Unit)**

**Grade Placement:** 9

**Prerequisite:** Teacher recommendation and a grade of 90 or better in Physical Science or 85 or better in Physical Science Honors.

**Requirement:** Must take Biology I End-of-Course Test

This course is recommended for 9th grade students in the Science Honors Program. Within the framework of development from the simplest to the most complex, the classification of life forms is treated in-depth, as are the topics of: the cell; the flow of energy in living systems; and the molecular basis of heredity; biological evolution and diversity of life; interdependence among organisms and their environments. Extensive laboratory investigations are an integral part of this course. All the SC Biology Academic Standards are addressed. Laboratory activities are an essential aspect of this course. Independent and group investigations and research are conducted throughout the course.

### **Biology II CP (1 Unit)**

**Grade Placement:** 11-12

**Prerequisite:** Teacher recommendation, successful completion of Biology I and Chemistry I.

This course is recommended for juniors or seniors who desire a higher level biology course. This course covers most topics that are covered in many college-level biology courses. These topics may include biochemistry, genetics, cell biology, taxonomy, microbiology, botany, and zoology. Laboratory activities are included.

### **Anatomy and Physiology Honors (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** Teacher recommendation and Biology I CP with a grade of 90 or better or Biology I Honors with an 85 or better.

This course is designed to extend the learning in Biology I for students interested in possible health and medical careers. The content applies to the human body and the molecular and cellular bases of organisms as taught in Biology I. The content provides knowledge of individual functioning units of the body and how they complement the whole organism. Students attain a working vocabulary of medical terminology. Laboratory investigations are a routine portion of the class.

### **Chemistry I CP (1 Unit)**

**Grade Placement:** 11-12

**Prerequisites:** Teacher recommendation and successful completion of Biology I and Physical Science or Integrated Science; Algebra I or completion of both Foundations in Algebra and Intermediate Algebra. A grade of 80 or higher is recommended in math and science prerequisites.

This course deals with the nature and structure of matter, the periodic system, chemical reactions, balancing equations, mathematics of chemistry, gases, solutions and solubility, calorimetry and acid-base relationships. Emphasis is placed on problem solving. Laboratory activities enhance the course content based on the SC Chemistry Academic Standards.

**Chemistry I Honors (1 Unit)****Grade Placement:** 10-12**Prerequisites:** Teacher recommendation and successful completion of Biology I Honors (85) and Physical Science Honors (85) or Biology I CP (90) and Physical Science CP (90); Algebra I and Algebra II (completed or taking concurrently). A grade of 85 or higher is recommended in math prerequisites.

This course is an in-depth study of the chemical principles described in Chemistry I with emphasis placed on chemical calculations. Appropriate laboratory activities that address the course inquiry standards are coordinated with the course content based on the SC Chemistry Academic Standards.

**Physics I Honors (1 Unit)****Grade Placement:** 11-12**Prerequisites:** Teacher recommendation and Biology I, Physical Science, Chemistry I, Algebra II (85), Geometry, and Pre-Calculus Honors (completed or concurrent).

This is a mathematical science course covering the classical and modern topics of physics in-depth. Appropriate laboratory activities that address the course inquiry standards are coordinated with the course content so that students grasp the experimental nature of science. Topics include measurement, mechanics, wave motion, sound, light, thermodynamics, electricity and electromagnetism.

**Earth & Space Science CP (1 Unit)****Grade Placement:** 11-12**Prerequisites:** Teacher recommendation and successful completion of Physical Science or Integrated Science and Biology I.

This course is designed to engage students in the following topics: understanding of the universe and solar system, the sun's behavior and how it affects humans, Earth's time scale events and planetary history, the impact of chemical cycles on Earth's systems, climate change and its effects on human activity, and the evaluation of solutions for natural hazards, resources and environmental factors.

**Marine Science CP (1 Unit)****Grade Placement:** 10-12**Prerequisites:** Teacher recommendation and successful completion of Biology I.

This course is designed to be exploratory and hands-on, as students will investigate chemical, geological, and physical properties of the ocean. Students will also learn about the ocean's impact on weather and climate, human impact and exploration, and a diversity of life survey. These topics were chosen in correspondence with the National Marine Educators Association (NMEA) Ocean Literacy Guide. Students will conduct many investigations including dissections.

**Forensic Science CP (1 Unit)****Grade Placement:** 11-12**Prerequisites:** Teacher recommendation and successful completion of Biology I and Chemistry.

The word "forensics" brings to mind the images from CSI and NCIS of lab coats and highly sophisticated labs. This course will bring this to life. Forensics is about the skill of observations to uncover evidence and discover the facts of a situation. In this class, students will examine evidence from hair and fibers, blood spatter, fingerprints, toxicology, ballistics and DNA.

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## SOCIAL STUDIES

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The Commission on Higher Education requires three units of Social Studies in order to receive a high school diploma in South Carolina.

United States History is required in 11th grade with the End of Course Exit exam administered at the end of the course. The EOCEP exam counts as 20% of the student's total grade for this course.

American Government and Economics are required 9 weeks courses, taken by juniors and seniors.

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**World History from 1300: The Making of the Modern World (1 Unit)**  
**Grade Placement:** 10  
**Required course for graduation**

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

**United States History and Constitution (1 Unit)**  
**Grade Placement:** 11  
**Required course for graduation**

**Prerequisite:** World History from 1300: The Making of the Modern World

This course gives an overview of United States History from colonial times to the present with emphasis on past factors that have influenced American society. The Constitution is studied in detail. There is emphasis on analyzing, evaluating, and synthesizing maps, charts, and graphs. Extensive high level thinking questions along with problem-solving strategies are applied. Students are required to read outside of class and make presentations.

**American Government (0.5 Unit)**  
**Grade Placement:** 11 or 12  
**Required course for graduation**

Combining a study of American government and politics with an in-depth study of an individual's right under the Constitution, this course involves discussion, problem-solving and role playing simulations. This course emphasizes individual and group activities with emphasis on analysis of charts and graphs.

**Economics (0.5 Unit)**  
**Grade Placement:** 11 or 12  
**Required course for graduation**

Economics focuses on how the American market economy operates. The student will gain an insight into basic economic terms: supply and demand, recession, inflation, depression, and others. The student will be introduced to personal finance through activities that move through budgeting and banking to help them gain fiscal fitness. Consumer problems and protection are studied. Graphs and charts are an integral part of the course.

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## CAREER AND TECHNICAL EDUCATION

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### BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

#### **Entrepreneurship (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** None

This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology.

#### **Fundamentals of Computing (1 Unit)**

**Grade Placement:** 9-12

**Prerequisite:** None

Fundamentals of Computing is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem solving skills to implement projects that are relevant to students' lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamentals understanding of the history and operation of computers, societal and ethical issues of computing.

#### **Digital Publication Design (1 Unit)**

**Grade Placement:** 9-12

**Prerequisite:** Fundamentals of Computing

This course combines the business world with graphic design and 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 nationally recognized Adobe certification.

#### **Image Editing (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** Fundamentals of Computing

Image editing tools are used by industry professional to edit and enhance most images presented in magazines, newspapers and other media. The course is designed to provide students with the knowledge and skills needed to master image manipulation and photographic retouching. Students will explore the technical and artistic aspects of image editing by creating images to be used in various types of media. Successful completion of this course will prepare the student for industry certification.

Successful completion of this course will prepare the student to take industry certification test(s). Given the necessary equipment, supplies, and facilities, the student will be able to successfully complete all of the core standards.

## HUMAN SERVICES CAREER CLUSTER

### **Culinary Arts I (1 Units)**

**Grade Placement:** 10-12

**Prerequisite:** Food and Nutrition I

Culinary Arts prepares students for gainful employment and/ or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities. Laboratory experiences simulate commercial food production and service operations. Integration of the Family, Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum. Students are required to be in full uniform during labs and events. ProStart and ServSafe Certification are gained during this program.

### **Culinary Arts II (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** Culinary Arts I

Culinary Arts II is an advance level course that prepares the serious culinary student for gainful employment and/or entry into postsecondary education. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career options. Students have opportunities to develop skills in workplace settings. Integration of the Family and Consumer Sciences student organization, Family, Careers, and Community Leaders of America (FCCLA), greatly enhances the curriculum. Students must obtain a 90 or above average in Culinary I. Students are required to be in full uniform during labs and events. ProStart and ServSafe Certification and gained during this program.

### **Family and Consumer Science I (1 Unit)**

**Grade Placement:** 9-12

**Prerequisite:** None

Family and Consumer Sciences I is a comprehensive course designed to provide students with the core knowledge and skills needed to manage their lives. Project based instruction provides students with opportunities to apply higher order thinking, communication, and leadership skills that can be applied to real life situations immediately. Academic alignments are incorporated in each unit plan that covers interpersonal relationships, human development, family well-being, careers, family and consumer resources, and nutrition and wellness. Family and Consumer Sciences I and II combined with Financial Fitness I and II, Child Development I and II, Family Life Education I and II, or Foods and Nutrition I and II will provide the course content that could adequately prepare students for the Broad Field Family and Consumer Sciences Assessment/ Credential. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), concepts greatly enhance this curriculum.

### **Food and Nutrition (1 Unit)**

**Grade Placement:** 9-12

**Prerequisite:** None

Students enrolled in Food and Nutrition I will receive rigorous and relevant learning experiences as they study the principles of nutrition for individual and family health, fitness, and wellness. Students will gain knowledge and experiences in nutrition, food safety and sanitation, kitchen work centers, meal preparation, table service and etiquette, and nutrition-related careers. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, sciences, writing, communications, and economics. Food



and Nutrition I is a prerequisite for Culinary Arts I. Inclusion of the Family and Consumer Sciences student organization, Family, Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum. All labs require long pants and closed toe shoes.

### **Fashion, Fabric, and Design I (1 Unit)**

**Grade Placement:** 9-12

**Prerequisite:** Family and Consumer Science 1

Did you know that you can make clothing out of everyday items such as gum wrappers, tires, bamboo, and aluminum foil? Learn how textiles are woven into the fabric of life. Enroll in Fashion, Fabric, and Design I 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. Integration of the Family and Consumer Sciences Pre-Professional Assessment Certification (Pre-PAC) competencies and the student organization, Family Careers and Community Leaders of America (FCCLA), greatly enhances this curriculum.

### **Fashion, Fabric, and Design 2 (1 Unit)**

**Grade Placement:** 9-12

**Prerequisite:** Fashion, Fabric, & Design 1

Fashion, Fabric, & Design 2 is designed to develop advanced skills in the selection, purchase, design, care and construction of textile products. Contextual learning experiences further develop critical thinking skills needed for success in the professional environment and merchandising. Integration of the Family and Consumer Sciences Pre-Professional Assessment Certification (Pre-PAC) competencies and the student organization, Family Careers and Community Leaders of America (FCCLA), greatly enhances this curriculum.

## **AGRICULTURE CAREER CLUSTER**

### **Agricultural Science and Technology (1 Unit)**

**Grade Placement:** 9-12

**Prerequisite:** None

This course is designed to teach concepts related to plant and animal life, including biotechnology, conservation of natural resources, and the impact of agriculture on the environment. The role of agriculture and its importance to society will be emphasized. Basic principles of plant, soil, and animal science will be discovered. Students will also learn more about the FFA program and activities available including leadership and community development and career exploration and preparation. Each student is required to participate in a supervised agricultural experience.

### **Agricultural Crop Production and Management (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** Agriculture Science and Technology

The Agricultural Crop Production and Management course includes instruction in soils, plant physiology, crop cultivation practices, plant diseases, pest management, harvesting and marketing. This course prepares students to operate enterprises or be involved in supporting roles surrounding producing cereal grain, fiber, forage, oilseed, tree fruits and nuts, small fruits, vegetables, and other plant products.

### **Animal Science (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** Agriculture Science and Technology

The Animal Science course provides an overview of the animal science industry. The course provides information on the biological make-up of various species of agricultural livestock and animal behavior. Instructional activities include hands-on experiences with essential practices utilized in the production and management of farm animals (sheep, goats, cattle, pigs, etc.). Students will also learn more about the FFA program and activities available including leadership and community development and career exploration and preparation. Each student is required to participate in a supervised agricultural experience.

### **Introduction to Veterinary Science (1 Unit) \$10 Fee**

**Grade Placement:** 11-12

**Prerequisite:** Agriculture Science and Technology, Animal Science, & Agricultural Crop Production and Management

In this advanced animal science course, students will explore the field of veterinary medicine. Students will study the role of a veterinarian and veterinary technician in the diagnosis and treatment of animal diseases. Topics to be discussed include: veterinary terminology, anatomy and physiology, pathology, genetics, handling and restraint, and physical examinations along with common surgical skills. Students will engage in a variety of laboratory activities and will participate in shadowing and/or other school-to-work experiences.

## **MANUFACTURING CLUSTER**

**Program Description:** Welding is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the construction industry or in manufacturing. Students will develop proficiency in fundamental safety practices in welding, interpreting drawings, identifying and using join designs, efficiently laying out parts for fabrication. This program will provide the students with skills in basic Shielded metal arc welding (SMAW), Gas metal arc welding (GMAW), Flux core arc welding (FCAW), Gas tungsten arc welding (GTAW), as well as quality control methods.

### **Welding I & II (2 Units)**

**Grade Level:** 10-12

**Prerequisite:** None

**Welding I & II** is designed to prepare students to perform entry-level welding tasks under the supervision of an experienced, certified welder. This course is taught using the National Center for Construction Education and Research (NCCER) Standards. Practical experience is provided to the student through participation in special welding projects. Students are provided the opportunity for instruction in AC and DC currents involved in electric welding. They learn the correct safety procedures for electric arc welding and oxygen acetylene cutting. Students also observe demonstration in both cutting and welding to include oxy-fuel, plasma arc, and grinding. Students will learn and demonstrate welding in all positions (flat, horizontal, vertical, and overhead). Students will also learn plate, tee joint, and v groove in all positions. Students must pass a bend test and a written test at the end of the semester. This class meets for two periods

each day for one semester. Students must maintain an 80 average to proceed into Welding III & IV. It is recommended that students provide their own welding helmets and boots. All students are required to dress out in shop appropriate attire every day.

### **Welding III & IV (2 Units)**

**Grade Level:** 10-12

**Prerequisite:** None

**Welding Technology III & IV** is designed to provide the opportunity for instruction in the use of a ruler, working with fractions, blueprint reading, welding symbols and TIG and MIG welding. Metal fabrication is introduced through various cutting and welding projects. Students experience high tech cutting procedures through computerized plasma cutting equipment. Students will also have the opportunity to receive national certification through the National Center for Construction Education and Research (NCCER). Uniforms and Welding tools are required for this class. This class meets for two periods each day for one semester.

## **HEALTH SCIENCE CAREER CLUSTER**

### **Health Science 1 (1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** Biology

Health Science 1, Foundations of Healthcare Professions, is an introductory course designed to provide students with an overview of the healthcare careers and foundational skills to begin their journey towards the future as a healthcare professional. Upon completion of this course proficient students will be able to identify careers in these fields, compare and contrast the features of healthcare systems and begin to provide foundational health care skills. This course will serve as a foundation for all Health Science programs of study. During this first course students are introduced to healthcare history, careers, HOSA Future Health Professionals, cultural diversity, healthcare language and math, infection control, professionalism, communication, basics of the organization of healthcare facilities, and types of healthcare insurance. Students get a good grasp of where healthcare has been, where it's going and how professionalism and personal characteristics impact their success. Students will be introduced to "Standard Precautions" and learn about confidentiality through HIPPA. All students are strongly encouraged to join Health Occupations Students of America (HOSA). This course is offered for dual enrollment through Denmark Technical College.

### **Medical Terminology (1 Unit)**

**Grades:** 10- 12

**Prerequisite:** None

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

### **Health Science 2 (1 Unit)**

**Grade Level:** 10-12

**Prerequisite:** Health Science 1 and Medical Terminology with a grade of 80% or higher and teacher recommendation.

Health Science 2 applies the knowledge and skills that were learned in Health Science 1 while further challenging the students to learn more about the healthcare field. Health Science 2, will continue teaching in more detail, the units of study that include advanced study of infection control. They will learn about "**Transmission Based Precautions**" and become more familiar with OSHA, HIPPA, and the CDC. Students in Health Science 2 will learn how to take vital signs, record them and learn what the data means. Students will learn how law and ethics are **applied** in the healthcare setting. This course will introduce students to basic patient care skills. Medical terminology, medical math and pharmacology are incorporated throughout the lessons being taught. Students will have the opportunity to become certified in **First Aid and CPR**. Career pathways and scenarios are introduced through each section. Students in this course will further their knowledge of healthcare careers and future goals by participating in a **job shadowing experiences**. This course provides a foundation for further advancement in Health Science. It is required that students score an 80% or higher in this course and obtain teacher recommendation to advance to Clinical Study. **Upon completion of this course, students are required to take the National Health Science Consortium Exam.**

### **Health Science 3 (1 Unit)**

**Grade Level:** 11-12

**Prerequisite:** Health Science 1 and Medical Terminology with a grade of 80% or higher and teacher recommendation.

Health Science 3 acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that body systems have with disease from the healthcare point of view. This is a very "hands on" course and students will learn through projects and activities in the classroom. Skill procedures and foundation standards are reviewed and integrated throughout the program. Job shadowing is encouraged. This course does not count as a lab science. This course provides a foundation for further advancement in Health Science. It is required that students score an 80% or higher in this course and obtain teacher recommendation to advance to Clinical Study.

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## PHYSICAL EDUCATION/HEALTH

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### **PE I/Health (1 Unit)**

**Prerequisite:** None

This course will consist of football, basketball, volleyball, softball, workouts, drills, basic fundamentals, offensive, defensive techniques, team play, and written examinations. ***Students will be required to complete written work on fitness and dress out daily.***

### **PE II (1 Unit)**

**Prerequisite:** PE I

Weightlifting

### **PE III (1 Unit)**

**Prerequisite:** PE I

Weightlifting

### **PE IV (1 Unit)**

**Prerequisite:** PE I

Weightlifting

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## JROTC

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### **JROTC LET IA/LET IB/Health (1 Unit each)**

**Grade Placement:** 9-12

Successful completion of this course meets the PE requirement for a SC High School diploma.

**Prerequisites:** No physical limitations, which would inhibit drill or physical fitness exercises.

Course objectives are to: prepare high school students for responsible leadership roles while making them aware of the responsibilities and benefits of Citizenship. The end result is responsible cadets who are sure of themselves, can think on their own and express their ideas and opinions clearly and concisely orally and in writing.

Description: Classroom and outside activities include Service Learning Projects. Opportunities to acquire the knowledge, discipline and responsibility that are necessary for you to take charge of your future. The goals of JROTC are for the cadet to graduate from high school and become a productive citizen, display leadership potential and the ability to live and work cooperatively with others (conflict resolution) in a culturally diverse society, demonstrate positive self-esteem, think logically and communicate effectively, understand the importance of diet and exercise in maintaining good health and appearance, understand the history, purpose and structure of Army JROTC, demonstrate a knowledge of the dangers of substance abuse, the importance of mental management goal setting and positive self-talk. Two field trips broaden Cadets view of life and opportunities available to them. Competencies, National Standards and SCANS meeting State and Federal Standards are incorporated into the curriculum. JROTC Cadets are part of a proud tradition learning to lead and to motivate others while preparing to take part in today's competitive world.

### **JROTC LET IIA/LET IIB/Health (1 Unit each)**

**Prerequisites:** This elective requires the successful completion of JROTC 1 and approval by the LET I instructor.

Course objectives: Further advancement and development of the Cadet's responsibility and leadership skill and focus on career goal and opportunities.

Description: The second year of JROTC is an extension of year one, covering a broader spectrum, this course is designed for the highly motivated cadet who is ready, willing and able to take on the additional challenges and responsibilities of leadership. Here they will assume increased responsibility roles as noncommissioned officers in the Corps of Cadets. Some will advance to Officer Rank and they will execute what they practice and teach other cadets.

### **JROTC LET IIIA/LET IIIB/Health (1 Unit each)**

**Prerequisite:** This elective requires the successful completion of JROTC I, II and approval by the JROTC cadre.

Course Objectives: Apply the advanced skills of the future leader and manager by placing them in positions of increased responsibility requiring the use of those skills.

Description: This course is designed for exceptionally motivated self-starting cadet who is ready, willing and able to take on the additional challenges of Platoon Leader, or a Primary Staff Officer. Applied leadership development, map reading, land navigation and techniques of oral communication are taught during the third year. The curriculum allows cadets to earn college credit for Financial Planning.

**JROTC LET IVA/LET IVB /Health (1 Unit each)**

**Prerequisites:** This elective requires the successful completion of JROTC I, II and III and approval of the JROTC instructors.

Course objectives: Apply the advanced skills of the future leader and manager requiring the use of those skills.

Description: This course is designed for the highly motivated cadet to work on their own with minimum supervision. Cadets will fill the positions of the greatest responsibility within the battalion. Curriculum allows for cadets to earn several college credits for various activities.

**\*\* If a cadet successfully completes two years or more of JROTC, it will qualify them to enter the military at a higher rank. The JROTC CADET will enter as an E-2, PVT 2 or an E-3/PFC. This is a significant pay raise.**

**\*\*The SC Comprehensive Health standards will be covered in Physical Education through JROTC.**

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## VISUAL & PERFORMING ARTS

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### **Art I (1 Unit) \$10 Fee** **Grade Placement:** 9-12

This course is designed to build upon basic skills and knowledge acquired in the elementary and middle school levels. The course will expose students to all four components of the visual arts discipline: aesthetics, art criticism, art history, and studio. Problem solving is key component of the art curriculum. Students are encouraged to become independent thinkers and decision makers throughout the course. Visual communication is a key skill and students are encouraged to express themselves using a variety of visual media. Careers in the visual arts are introduced in this course.

### **Art II (1 Unit) \$10 Fee** **Grade placement:** 10-12 **Prerequisite:** Successful completion of Art I

This course expands the knowledge base of Art I and gives students increased immersion in processes and theories. Students in Art II are encouraged to experiment with more advanced techniques, and explore potential art related careers. Included are studio work in drawing, painting, and sculpture.

### **Art III (1 Unit) \$10 Fee** **Grade placement:** 11-12 **Prerequisite:** Successful completion of Art I and Art II

This course is an advanced level course that allows students to individualize their areas of concentration in one of three areas; drawing (and associated two dimensional media), painting, and sculpture.

### **Art IV (1 Unit) \$10 Fee** **Grade placement:** 11-12 **Prerequisite:** Successful completion of Art I, Art II, and Art III

This course is for seniors (or juniors who have completed all the prerequisites) who plan to attend art schools after graduation. It focuses on preparation of a portfolio suitable for application to college or art school. Students are encouraged to take this course in the fall of their senior year.

### **Band Fall/Band Spring (1 Unit)** **Grade Placement:** 9-12 **Prerequisite:** Audition by band director **Requirement:** All ninth grade band members must take both semesters.

Band is designed to instruct students in instrumental music ranging from classical to contemporary. The student is given the opportunity to perform individually as well as with ensembles. Performing opportunities include concert band, marching band, region/ state honor bands, jazz band, solo and ensemble festival and a host of other events. Band is open to students through an interview/audition process. All students enrolled in band are required to attend all scheduled rehearsals, performances, and other band activities.

### **Marching Band** **Grade Placement:** 9-12 **Prerequisite:** Audition by band director

Course is designed for students that are in the Marching Band. One-half credit is awarded upon the successful completion of the criteria set by the band instructor.



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## STUDENT SERVICES

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### **Academic Seminar (1 Unit)**

**Prerequisite:** None

This course is structured to provide direct instruction, based on students' individual education goals as specified in their Individualized Education Plans. Time will be allowed for implementation and demonstration of acquired skills using curriculum from general education classes.

### **Math (1 Unit)**

**Prerequisite:** None

Math is designed to teach students to develop and strengthen math skills through real world and work related activities. Specific services are identified on an individual basis in relation to their Individualized Education Plan.

### **English (1 Unit)**

**Prerequisite:** None

Employability English is designed to teach students to develop and refine language skills through real world and work related activities. Specific services are identified on an individual basis in relation to their Individualized Education Plan.

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## OTHER COURSE OFFERINGS

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### **Teacher Assistant (.5 or 1 Unit)**

**Grade Placement:** 10-12

**Prerequisite:** 3.0 GPA

This is an individually-tailored course which allows a Teacher Assistant to work one period a day with a Supervising Teacher or Media Specialist or Office Staff. Interested students should check with their School-to-Work Coordinator. Students will not be allowed to serve as a Teacher Assistant for his/her parent who is employed by Bamberg County School District. **A MAXIMUM OF 1 UNIT IS ALLOWED.**

### **School-to-Work (.5 Unit)**

**Grade Placement:** 11-12

**Prerequisite:** None

The School-to-Work Program allows students the opportunity to learn real-world experiences in a career field of his/her choice with or without compensation. Students receive .5 credit for 180 hours worked per semester. A student can earn a maximum total of two credits over their Junior and Senior years.

## HUMAN SERVICES CLUSTER

### **Cosmetology I, II, III & IV (6150, 6152, 6153 & 6154)**

The Cosmetology Program is designed to prepare students to qualify and successfully complete all requirements of a South Carolina Cosmetology license. The student receives training following the guidelines and regulations established by the South Carolina Labor, Licensing, and Regulation Cosmetology Board. The course of study includes Sanitation and Safety, Professionalism and Salon Management, Sciences of Cosmetology, Professional Hair Care Skills, Professional Nail Care Skills, Professional Skin Care Skills, and Unassigned specific needs. Instruction in chemistry, bacteriology, and anatomy and physiology of the face, head, arms, and hands is incorporated by means of theory and of practical application on both mannequins and live models.

#### **Cosmetology I & II (6150 & 6152) students must:**

- Complete and submit application for admission.
- Have completed the 10<sup>th</sup> grade and be 16 years of age.
- Purchase a work kit at \$150. Kits must be paid for within first 10 days of school in order to remain in the program. Kit fee includes SkillsUSA membership.
- Earn a minimum of 500 clock hours in Cosmetology I & II. Students having more than 20 hours deficit **will not be able** to enroll in Cosmetology III & IV. Tuesdays and Wednesdays are selected each week to makeup hours after school until 4:00 p.m.
- Maintain a "C" average or better to be recommended for Cosmetology III & IV.
- Student must wear professional black scrubs, lab coat, and black closed toed leather nursing shoes. (No crocs or shoes with holes in them).
- Earn 250 academic hours.

**Credits: 2 Units Each. Students who are habitually absent will be deficient hours and will not be recommended for the second level.**

#### **Cosmetology III & IV (6153 & 6154) students must:**

- Have successfully passed Cosmetology I & II.
- Senior Cosmetology III & IV fees and supplies totaling \$400.00, which includes State Board Exam fee - \$175.00, Senior State Board Mannequin - \$40.00, Senior State Board Kit - \$130.00, CPR test \$20.00, First Aid test \$20.00 and SkillsUSA membership - \$15.00, must be paid within the first 10 days of school to stay in the program. Additional practice mannequins may be needed to be purchased at the expense of the parent/guardian.
- Earn a minimum of 500 clock hours in Cosmetology I & II, along with 250 academic hours. Tuesday and Wednesday are selected each week to makeup hours after school until 4:00 p.m.
- Students must wear professional black scrubs, lab coat, and black closed toed leather nursing shoes. (No Crocs or shoes with holes in them).
- The State Board Exam applications are submitted in the spring of the second semester. The date is scheduled by the South Carolina State Board of Cosmetology.
- Students are expected to take and pass the SC Board of Cosmetology Exam during their senior year. This exam grade will be included as the students' final exam grade.

**Credits: 2 Units Each**

**Level I (6150) 2 credits each**

**Level II (6152) 2 credits each**

**Level III (6153) 2 credits each**

**Level IV (6154) 2 credits each**

## **TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CLUSTER**

### **Automotive Technology I (6030) Maintenance and Light Repair**

The Automotive Technology I course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, brakes, steering and suspension, basic engine fundamentals, and basic technician skills. Upon completing all of the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Students are required to purchase a uniform shirt and safety glasses from the school to be worn in the automotive shop area. Automotive Technology I students are also required to complete a written project as part of the curriculum. There is a \$50.00 shop fee that students must pay to cover the cost of 1 work shirt, 1 pair of safety glasses, and their membership to SkillsUSA. The Automotive Technology I class meets two periods a day for one semester.

**Credit: 2 Units**

**Automotive Technology II (6031)** builds on the fundamental knowledge of Automotive I. The students learn brake systems fundamentals and general brake system diagnosis and repair. The student learns diagnosis and repair of the hydraulic system, disc and drum brakes, anti-lock systems, wheel bearings, parking brakes, and the braking system electrical components. Students are encouraged to participate in Skills USA Automotive competitions. A uniform and safety glasses are required.

**Credit: 2 Units**

### **Automotive Technology III (6032 & 6033) CO-OP**

The Automotive Technology III course is reserved for students that wish to pursue a career in the automotive repair field. If jobs are available in the students driving area and with teacher recommendation the student will be able to go to the job site and work as opposed to coming to class. Co-op students must have transportation to the job. The student will benefit from the on the job training gained while receiving high school credit. The Automotive Technology III course is only offered in the 3rd and 4th period blocks.

**Credit: 1 or 2 Units**

**Small Engine Repair (6300)** The Introduction to Transportation and Manufacturing program is designed to prepare students to perform entry-level maintenance and repair tasks under the supervision of an experienced technician. Students will rotate thru 3 types of training. Students will receive 6 weeks of training on small internal combustion engines used on portable equipment such as lawn mowers, rotary tillers, compressors, and small boats. The training includes locating and solving problems, overhauling the basic engine, and repairing or replacing engine systems; 6 weeks of basic cutting and welding skills; and 6 weeks of basic automotive maintenance. This course is geared toward 9<sup>th</sup> grade students to give them a chance to look at 2 programs before having to make a career choice.

**Credit: 2 Units**

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## DUAL ENROLLMENT OPPORTUNITIES AT BEHS

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### Dual Credit Courses:

Dual credit courses – whether they are taken at the school where the student is enrolled or at a postsecondary institution – are those courses for which the student has been granted permission by his or her home school to earn both high school units or credit and college credit. One quality point may be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions per established district articulation agreements (see SBE Regulation 43-234, Defined Program, Grades 9-12, and Regulation 43-259, Graduation Requirements).

#### *Earning Dual Credit*

Permission must be granted by the student's home high school prior to the student's taking the dual credit course to earn both a unit for high school credit and college credit. Students taking dual credit courses are building two transcripts: the institution of higher education (IHE) transcript and the high school transcript. For example, if a student receives a final numeric grade of 92 in a dual credit course, the final numerical average should be transcribed on the high school transcript and correlated to the high school GPA quality points associated with that numerical average. The IHE GPA quality points for the college transcript may be different for the same numerical grade in the course when the IHE rules regarding quality points on the college transcript differ.

#### *Dual Credit Articulation Agreements*

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

Dual credit articulation agreements between the home high school and the partner institution of higher education shall provide a transcript to document a final grade. When possible, a numerical average of zero to 100 should be provided to the high school for the purpose of recording a final grade for the high school transcript. If the numeric grade is not possible, the UGP conversion rule for other grades will be applied.

College remediation and orientation courses may not be awarded the additional quality point above CP weighting (i.e., dual credit weight). Districts also have authority in their articulation agreements to define other courses offered by a college that may not be articulated back to the high school transcript above CP weighting.

Bamberg-Ehrhardt High School offers dual enrollment at Denmark Technical College and USC Salkehatchie. The Dual Enrollment program allows eligible high school students to earn both high school and college credits by successfully completing college courses. In accordance with SC state policy, students will earn one unit toward their high school degree for each three-semester hour college course they successfully complete.

Some Dual Enrollment courses may be offered on the high school campus or online. Students may take advantage of Dual Enrollment opportunities during the school day, after regular school hours, or during the summer. Failure to successfully complete a Dual Enrollment course may result in not graduating from high school. Any Dual Enrollment course grade awarded will be converted in accordance with the SC Uniform Grading Policy (grade will count toward GPA).

## BAMBERG-EHRHARDT HIGH SCHOOL (CATE)

***Tuition and other college course fees shall be at the expense of the individual student or his parent(s) and/or legal guardian(s). Dual Enrollment students who are taking at least six college credit hours during the same semester may reduce the amount of tuition they owe by receiving lottery-funded tuition assistance.***

### Course Transfer Information:

South Carolina public two and four year colleges and universities have a list of courses that are transferable within the state public college system. Students should verify the course they choose is a part of their college major or can be counted as an elective credit. Some courses may be transferable to the college from which the student is taking the coursework but not to all South Carolina colleges and universities. If a student plans to attend a private or out-of-state college, he/she should check with the college to see if the course will be accepted for college credit.

***\*ALL COMPLETER PROGRAMS REQUIRE 4 TOTAL UNITS\****

<p style="text-align: center;"><b><u>Business Information Management</u></b></p> <p><b>Required:</b> Image Editing Digital Publication Design</p> <p><b>Plus one or more of the following:</b> Entrepreneurship Fundamentals of Business, Marketing, and Finance Fundamentals of Computing</p>	<p style="text-align: center;"><b><u>Cosmetology</u></b></p> <p><b>Required:</b> Cosmetology I Cosmetology II Cosmetology III Cosmetology IV</p>
<p style="text-align: center;"><b><u>Culinary Arts</u></b></p> <p><b>Required:</b> Culinary Arts I Culinary Arts II Food and Nutrition I</p>	<p style="text-align: center;"><b><u>Early Childhood Education</u></b></p> <p><b>Required:</b> Early Childhood Education I Early Childhood Education II</p>
<p style="text-align: center;"><b><u>Health Science</u></b></p> <p><b>Required: Any four of the following:</b> Health Science I Health Science II Health Science III Medical Terminology</p>	<p style="text-align: center;"><b><u>Family and Consumer Science</u></b></p> <p><b>Required: Any three of the following</b> Family and Consumer Science I Fashion, Fabric, and Design I Financial Fitness I Foods and Nutrition I Housing and Interiors I</p> <p><b>Plus any one of the following</b> Culinary Arts Management I Early Childhood Education I Introduction to Teaching I</p>
<p style="text-align: center;"><b><u>Law Enforcement</u></b></p> <p><b>Required:</b> Law Enforcement I Law Enforcement II</p>	<p style="text-align: center;"><b><u>Welding Technology</u></b></p> <p><b>Required:</b> Welding I Welding II Welding III Welding IV</p>
<p style="text-align: center;"><b><u>Project Lead the Way</u></b></p> <p><b>Required: Any four of the following:</b> Introduction to Engineering Design Principals of Engineering Digital Electronics Civil Engineering &amp; Architecture</p>	<p style="text-align: center;"><b><u>Agriculture</u></b></p> <p><b>Required:</b> Agriculture Science and Technology Animal Science Ag Crop Production &amp; Management Introduction to Vet Science</p>

