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BAMBERG-EHRHARDT HIGH SCHOOL
PROGRAM OF STUDIES
2018-2019

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
Reproductive Health	.5 unit
Foreign Language or Career & Technology Education	1 unit
Electives	6.5 units (can vary)
TOTAL	**24 UNITS**

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 1st semester of the junior year.

ACADEMIC HONORS MEDALLION

Requirements

A) 3.61 or higher cumulative GPA on SC uniform grading scale
B) SAT score of 1100 (Critical Reading & Math only) or an ACT score of 24 or top 10% of class
C) No final grade of D of F in any subjects including requirements or electives
D) Meet the course requirements specified below:

Core Academic Units:	
English I, II, III, IV	4
Mathematics (Algebra I, Geometry, Algebra II, Algebra III Pre-Calculus, Calculus, Dual Enrollment Probability and Statistics)	4
Science (Physical Science, Biology, Chemistry, Physics, Biology II, Anatomy, Dual Enrollment Biology)	4
U.S. History	1
World History	1
Government/Economics	1
Foreign Language (Same Language)	3
Physical Education or Junior ROTC	1
Computer Science	1.0
Electives	8 (can vary)
TOTAL	**28**

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 regular 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 Night Practice, Awards Night and Graduation Practice for graduation will not be allowed to participate in the graduation ceremony.**

GENERAL INFORMATION

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

College Preparatory Course Prerequisites (for Entering College Freshmen Beginning in 2019)	***Recommended Courses to Meet the 2019 College Preparatory Course Prerequisite Requirements****	***Current High School Diploma Requirements (SCDE) Effective 6/28/13***
FOUR UNITS OF ENGLISH: 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.	English 1 English 2 English 3 English 4 IB English Courses AP English Courses	**English Language Arts = 4 units** *English 1, 2, 3, 4*
FOUR UNITS OF MATHEMATICS: These units must include Algebra I***, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.	Algebra I*** Geometry Algebra II Fourth higher-level mathematics unit selected among: Algebra III Precalculus Calculus Probability and Statistics Discrete Mathematics Computer Science**** IB Mathematics Courses AP Mathematics Courses AP Computer Science	**Mathematics = 4 units** *Algebra 1, 2* *Geometry* *Pre-calculus* *Calculus* *Discrete Mathematics* *Probability and Statistics*
THREE UNITS OF LABORATORY SCIENCE: Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among 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	Biology Chemistry Physics Earth Science IB Science Courses AP Science Courses	**Science = 3 units** *Physical Science* *Earth Science* *Biology 1, 2* *Chemistry 1, 2* *Physics*
TWO UNITS OF THE SAME WORLD LANGUAGE: Two units with a heavy emphasis on language acquisition.	Spanish French German American Sign Language (ASL)	**Foreign Language or Career and Technology Education = 1 unit**

College Preparatory Course Prerequisites (for Entering College Freshmen Beginning in 2019)	*Recommended Courses to Meet the 2019 College Preparatory Course Prerequisite Requirements***	*Current High School Diploma Requirements (SCDE) Effective 6/28/13*
	Chinese Japanese Russian Classics (Latin, Greek, Hebrew)	
THREE UNITS OF SOCIAL SCIENCE: 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	**U.S. History and Constitution = 1 unit** **Economics = ½ unit** **U.S. Government = ½ unit** Other Social Studies = 1 unit *World History* *World Geography*
ONE UNIT OF FINE ARTS: 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	
ONE UNIT OF PHYSICAL/HEALTH EDUCATION OR ROTC: 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	**Physical Education or Junior ROTC = 1 unit**
TWO UNITS OF ELECTIVES: 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).	**Electives = 7 units**

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.

EDGENUITY

Edgenuity is a research-based video course curriculum, which offers semester-equivalent core and elective online courses for students, grades 9-12. The program can be used at home or in school. It is used as core curriculum, for intervention, and to prepare for standardized assessments. Course offerings include math, English, science, foreign languages, and career-oriented courses (business, IT, health sciences). These courses can be taken with principal and guidance approval.

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 16 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 16 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= Sum (quality points x units)
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:

4.100x1= 4.100
3.700x1= 3.700
4.400x1= 4.400
3.800x1= 3.800
4.200x1= 4.200
3.400x1= 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:

Students in grades nine through twelve may retake a course at the same level of difficulty if they have earned a D or an F in that course. The student's transcript will reflect all courses he or she has taken and the grades he or she has earned. Only the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year but no later than that second year. In addition, the student must retake the course before he or she has enrolled in the next sequential course (unless the student is granted approval by school administration to do so).

A student who has taken a course for a Carnegie unit prior to his or her ninth-grade year may retake that course regardless of the grade he or she has earned. A student who retakes a high school course from Middle School must complete it during the freshman year of High School. In such a case, only the highest grade will be used in figuring the student's GPA.

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. 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.

ENGLISH

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. A formal research paper is required for English I, II, III, and IV each year. Research papers will count as 20% of grade for that grading period.

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 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 8th grade English.

Requirement: The state of South Carolina mandates by law that all students take the English I End-of-Course Examination which counts 20% of the final grade.

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 Reading

This course is a high school credit course taught at the Middle School level.
The rigorous curriculum follows the Common Core 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. A writing portfolio for the high school career is begun in this course. Students will be expected to have command of Standard American English conventions and grammar. The SC End of Course exam for English I is required at the end of the year and will count as 20% of the final grade for students.

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

- English with a grade of 60 or higher
- English I Honors with a grade of 70-84
- A grade of C or better on the End-of-Course ELA exam
- Satisfactory performance on Aspire testing in grade 8

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.

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
- A grade of A or B on the End-of-Course ELA exam for English I
- Exemplary performance on Aspire testing in grade 8

Requirement: Summer reading assignments (due the first day of school)

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.

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 reading assignments (due the first day of school)

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 70 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.

English IV Honors (1 Unit)
Grade Placement: 11 or 12
Prerequisite: The following criteria will be considered for students applying for English IV Honors.

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

Requirement: Summer reading assignments (due the first day of school)

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 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.

Creative Writing (.5 Elective Unit)
Grade Placement: 9-12

This 9 weeks course is designed for students who enjoy writing and want to discover, develop and refine their creative writing skills. Students will learn all stages of the writing process in order to produce various types of writing such as short stories, poetry, and personal essays. Students will study professional models in order to broaden their perspectives of the literary world. They will be given opportunities to publish their work through school, state, and national contests. Students will complete a portfolio of their writing.

Public Speaking (.5 Elective Unit)
Grade Placement: 9-12

This course is designed to help students learn the proper techniques and strategies for effective public speaking. Specific areas of study will include the history of speech, the oral delivery, the structure of speeches to include organization and supporting an argument, and the rhetorical approaches such as impromptu and argumentative. Students will learn how to evaluate speakers and audiences. This course is designed to prepare students for public speaking that they will encounter in college or the workplace.

FOREIGN LANGUAGES

South Carolina state-supported colleges and universities require two 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. *Some colleges and universities require 3 years of the same foreign language for admission.*

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.

Spanish I (1 Unit)
Grade Placement: 9-12
Course Number: 365100CW
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.

MATHEMATICS

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. WorkKeys, 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 WorkKeys. The 21st 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. If calculator rental is required, a $10 rental fee is charged. 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 of Algebra (1 Unit)
Grade Placement: 9-10
Prerequisite: None

South Carolina College-and-Career Ready (SCCCR) Foundations in Algebra Overview Algebra I is the backbone of high school mathematics and prepares students for success in all subsequent mathematics courses. Therefore, it is crucial that all students are successful in Algebra I. As a result, one pathway offered to South Carolina students includes **a two-course integrated sequence** offered to students who may need additional support in order to be successful in Algebra I. South Carolina College-and-Career Ready (SCCCR) Foundations in Algebra is the first 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 earlier grades in areas such as algebraic thinking, probability, 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. Used of technological tools, such as hand-held graphing calculators, in 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 the 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 (1 Unit)
Grade Placement: 9–10
Prerequisite: Foundations in Algebra
Requirement: The South Carolina End-of-Course Examination Program requires students taking this course to take the Algebra I End-of-Course test which will count 20% of the final grade.

South Carolina College-and-Career Ready (SCCCR) Intermediate Algebra 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 SCCCR Foundations in Algebra and in earlier grades in areas such as algebraic thinking, statistics, 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, 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: Eighth grade yearly math average of 80 or higher and teacher recommendation.
Requirement: The South Carolina End-of-Course Examination Program requires students taking this course to take the Algebra I End-of-Course Teat which will count 20% of the final grade.

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, in 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 concept** of this course.

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 in Algebra and Intermediate Algebra.

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.

Algebra II CP (1 Unit)
Grade Placement: 10 - 12
Prerequisite: Common Core Algebra I or Foundations in Algebra and Intermediate Algebra.
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, 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: Common Core Algebra I or Foundations in Algebra and Intermediate Algebra, 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 in Algebra and Intermediate Algebra, 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, 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 with a grade of 85 or higher and teacher recommendation; or Algebra I and/or Geometry CP with a grade of 93 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, 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 93 or higher.

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.

Geometry Honors (1 Unit)
Grade Placement: 9-12
Prerequisite: Algebra I Honors with a grade of 83 or higher.

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.

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 AP Calculus.

Advanced Placement Calculus AB (Ext. 1 Unit)
Grade Placement: 12
Prerequisite: Pre-Calculus Honors with a grade of 85 or higher and teacher recommendation or, a score of 55/550 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.

Advanced Placement Calculus AB (1 Unit)
Grade Placement: 12
Prerequisite: Advanced Placement Calculus AB Extension

This course is a required link to Advanced Placement Calculus AB and is only open to those students enrolled in that course.

SCIENCES

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 and End-of-Course test is given. All students must have taken the 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.

All sciences require a $10.00 lab fee.

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Integrated Science (1 Unit) $10 Fee
Grade Placement: 9
Prerequisite: Teacher 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) $10 Fee
Grade Placement: 9
Prerequisites: Teacher recommendation, passed or taking concurrently Algebra I

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. All SC Physical Standards and Indicators are addressed.

Physical Science Honors (1 Unit) $10 Fee
Grade Placement: 9
Prerequisites: Teacher recommendation, passed Algebra I with a grade of 85 or higher, or scored 90 or better on the Algebra I EOCEP

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) $10 Fee
Grade Placement: 9-10
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) $10 Fee
Grade Placement: 9
Prerequisite: Teacher recommendation and a grade of 93 or better in 8th grade science.
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. This course serves as a foundation for the student interested in pursuing Advanced Placement Biology. 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) $10 Fee
Grade Placement: 11-12
Prerequisite: Teacher recommendation, successful completion of Biology 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 CP (1 Unit) $10 Fee
Grade Placement: 10-12
Prerequisite: Teacher recommendation and Biology I with a grade of 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. This course is one of the prerequisites for Advanced Placement Biology.

Chemistry I CP (1 Unit) $10 Fee
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) $10 Fee
Grade Placement: 10-12
Prerequisites: Teacher recommendation and successful completion of Biology I Honors (85) and Physical Science Honors (85) or Biology I CP (93) and Physical Science CP (93); 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) $10 Fee
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.

SOCIAL STUDIES

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 form 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. Consumer problems and protection are studied. Graphs and charts are an integral part of the course.

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.

Integrated Business Applications I (1 Unit) $10 Fee
Grade Placement: 9-12
Prerequisite: Keyboarding (*A speed of at least 35wpm is recommended as a basis for building the skill and speed necessary for MOS certification*.)

This course provides in-depth instruction in Microsoft Office applications that will lead to national certifications. The applications covered include MS Word, MS Excel, MS PowerPoint, and MS Access (optional). Students will learn the features and benefits of the application program and apply their knowledge in various problem-based activities. In addition, students are engaged in applying key critical thinking skills and the practice of ethical and appropriate behavior for the responsible use of technology.

Digital Desktop Publishing (1 Unit) $10 Fee
Grade Placement: 10-12
Prerequisite: Keyboarding (or documented equivalent skills) and Integrated Business Applications I

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 I (1 Unit)
Grade Placement: 10-12
Prerequisite: Integrated Business Applications I or Digital Input Technologies or Computer Applications

This course is designed to provide the student with the knowledge and skills needed to utilize digital imaging software in editing and designing images and graphics. Students also learn the use of technologies related to digital imaging such as basic computer operations, file sharing across networks, digital scanning, digital photography, and preparing documents for output to various types of media.

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.

Image Editing II (1 Unit)
Grade Placement: 10-12
Prerequisite: Image Editing I

This course is designed to provide the student with advanced and in-depth knowledge and skills necessary for utilizing digital imaging software to edit and design images and graphics.

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.

Essential Communications (1 Unit)
Grade Placement: 9-12
Prerequisite: None

In the Essential Communications course, students will learn to communicate in a clear, courteous, concise, complete, and correct manner on both personal and professional levels. Competency will be developed in oral, written, interpersonal, technological, and employment communication. Listening skills will be incorporated throughout the course.

Given the necessary equipment, supplies, and appropriate software, students will gain a solid communication base to communicate effectively.

Keyboarding (.5 Unit) $10 Fee
Grade Placement: 9
Prerequisites: None

This course is designed to provide an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad using the touch method of key stroking. Emphasis is placed on development of accuracy and speed, proper techniques, and correct fingering. Formatting of basic documents will be introduced.

Culinary Arts I (1 Units) $20 Fee
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 must obtain a 90 or above average in Food and Nutrition. Students are required to be in full uniform during labs and events. ProStart and ServSafe Certification FCCLA dues are $15

Culinary Arts II (2 Units) $20 Fee
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 FCCLA dues are $15.00

Family and Consumer Sciences I (1 Unit) $15 Fee
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) $10 Fee
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. ServSafe Certification. FCCLA dues are $15.00

*__Human Growth and Development (0.5 Unit)__
Grade Placement: 9-12
Prerequisite: None

Human Development: Responsible Life Choices provides students with accurate information about the physical and emotional maturation process. The course will enable students to make well-informed decisions. Units covered include human developmental changes, life cycle experiences and interpersonal relationships, health and wellness, teen pregnancy, responsibilities of parenthood and human development careers.

Financial Fitness I (1 Unit)
Grade Placement: 11-12
Prerequisite: None

Financial Fitness I is designed to help students develop financial management skills by utilizing sound decision making procedures, evaluating marketplace alternatives, creating a personal

budget, becoming knowledgeable of the rights and responsibilities of the consumer, and recognizing the impact of career choices. Learning experiences will provide real life application such as; buying a car, budgeting money, using credit wisely, selecting the first apartment, and avoiding "rip offs" when making purchases and identity theft. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

***This course satisfies the Reproductive Health graduation requirement.**

PHYSICAL EDUCATION/HEALTH/DRIVER'S ED

PE I (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 A (.5 Unit)
Prerequisite: PE I

Weightlifting

PE II B (.5 Unit)
Prerequisite: PE I

Weightlifting

PE III B (1 Unit)
Prerequisite: None

Weightlifting

PE IV (1 Unit)

Prerequisite: PE I

Weightlifting

Driver's Education (1/2 Unit)
Course Number: 370100CH
Prerequisite: Age 15

Driver's Education has two general aims: to help instill in the driver an attitude of personal responsibility for his actions behind-the-wheel; and to teach the basic techniques of operating an automobile. The student is led to understand why he must build correct attitudes toward driver safety. This course is scheduled for one quarter during the year to accomplish thirty (30) hours classroom instruction and six (6) hours behind-the-wheel training. A student will not be eligible to take this phase of the training until he is fifteen (15) years of age. Students who become fifteen after April 1st will not be able to enroll. Students must have a beginner's permit to take Driver's Education. The cost for the course is $50.00.

JROTC

JROTC LET IA/LET IB (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 (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 (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 if 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 (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.

****All Alpha Level classes will be offered 1st semester and all Bravo Level classes will be offered 2nd semester.**

**** 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.**

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.

Art I (.5 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.

All Art students are assessed a fee of $10.00 for each art class.

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.

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.

Responsible Life Choices (1 Unit)
Prerequisite: None

Students are taught essential life skills to become self-sustaining contributors to the community. These services include independent living, banking, and employability skills. Specific services is identified on an individual basis in relation to their Individualized Education Plan.

Employment Development Skills (1 Unit)
Prerequisite: None

Students are provided opportunities for career/vocational exploration and training in a hands-on, simulated working environment. The structured activities allow students opportunities to assess and practice their individual career/vocational and daily life skills.

OTHER COURSE OFFERINGS

Teacher Assistant (.5 or 1Unit)
Grade Placement: 10-12
Prerequisite: 2.7 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 to assist the supervisor and students and to perform computer and clerical tasks. The Teacher Assistant should have sufficient content background to help with a lower-level course in the content. Interested students should check with their School-to-Work Coordinator concerning eligible content areas. Juniors and Seniors may be a Teacher Assistant at another school in Bamberg School District One if he/she can provide their own transportation. **A MAXIMUM OF 1 UNIT IS ALLOWED.**

Teacher Volunteer (0 Unit)
Grade Placement: 10-12
Prerequisite: None

This is an individually-tailored course which a allows a Teacher Volunteer to work one period a day with a Supervising Teacher or Media Specialist to assist the supervisor and students and to perform computer and clerical tasks. The Teacher Volunteer should have sufficient content background to help with a lower-level course in the content. Interested students should check with their School-to-Work Coordinator concerning eligible content areas. Juniors and Seniors may be a Teacher Volunteer at another school in Bamberg School District One if he/she can provide their own transportation.

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.

HEALTH SCIENCE CAREER CLUSTER

Introduction to Health Careers (5554) includes an overview of therapeutic, diagnostic, health information, support services, and biotechnology research and development pathways in the health science career cluster. The course focuses on health careers exploration, healthcare systems, roles, and leadership, employability, and communication skills. Students will develop concepts of health maintenance practices, safety, team work, legal and ethical responsibilities. Daily journaling, job shadowing, community service, and the completion of a career based research paper are required. Guest speakers and field trips may be used to enhance related topics.

Students must be in grades 11-12 and achieve a 2.0 or higher GPA in all core academic subjects. 10th graders may also be eligible to enroll if space allows. Any students in grades 11-12 who wish to enroll must have passed the HSAP exam. He/she must have good attendance and a good discipline record. Students are required to become a member of HOSA. Dues are $20 and must be paid within the first two weeks of class. Students are required to complete five (5) hours of community service each nine (9) week grading period. This course is offered for dual enrollment upon teacher recommendation and is a prerequisite for CNA. This class meets for one period for one semester.
Credit: 1 unit
This course is offered for dual enrollment based on teacher recommendation.
Dual Enrollment: 3 hours
AHS 119 Health Careers (OCTC)

Medical Terminology (5540) 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, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Knowledge of medical terminology enhances a student's ability to successfully secure employment or pursue advanced education in health science.

Students must be in grades 11-12 and achieve a 2.0 or higher GPA in all core academic subjects. 10th graders may also be eligible to enroll if space allows. Any students in grades 11-12 who wish to enroll must have passed the HSAP exam. He/she must have good attendance and a good discipline record. Students are required to become a member of HOSA. Dues are $20 and must be paid within the first two weeks of class. This course is offered for dual enrollment upon teacher recommendation and is a prerequisite for CNA.
Credit: 1 unit
This course is offered for dual enrollment based on teacher recommendation.
Dual Enrollment: 3 hours
AHS 104 Medical Vocabulary/Anatomy (OCTC)

Fundamentals of Anatomy and Physiology (5550) is a general introduction to the anatomy and physiology of the human body. Emphasis is on the systems of the human and their interrelationships. Daily journaling and the completion of a career portfolio or career based research paper are required. Guest speakers and field trips may be used to enhance related topics.

Students must be in grades 11-12 and achieve a 2.0 or higher GPA in all core academic subjects. 10th graders may also be eligible to enroll if space allows. Any students in grades 11-12 who wish

to enroll must have passed the HSAP exam. He/she must have good attendance and a good discipline record. Students are required to become a member of *HOSA*. Dues are $20 and must be paid within the first two weeks of class. This course is a prerequisite for CNA. Common diseases/abnormal conditions and their treatment are taught with each body system.
Credit: 1 unit

Certified Nursing Assistant (CNA) (5560) This course is designed to provide information on the aging process, the physical care skills and psychosocial care skills of the geriatric client, and the role of the nurse aide. Students are prepared to perform nursing-related services to patients and residents in hospitals or long-term care facilities, under the direction and supervision of a registered nurse. To assure students' eligibility for the South Carolina Department of Health and Human Services nurse aide certification, both school-based and long-term care facility training must be provided. Daily journaling, job shadowing, community service and the completion of a career portfolio are required. Guest speakers and field trips may be used to enhance related topics.

Students must be in grade 12, achieve a 2.0 or higher GPA in all core academic subjects, and must have passed the HSAP exam. He /she must have good attendance and a good discipline record. Prerequisites to this course include Medical Terminology, Introduction to Health Science Careers, and Fundamentals of Anatomy and Physiology. Students must maintain a score of 80 or higher in these courses to be considered and maintain an 80 or higher in order to attend clinicals. Each student must is responsible for the following fees: HOSA ($20.00); CPR & First Aid ($10); CNA Exam ($101.00); Uniforms (approx. $55.00). Students and parents will be required to attend a pre-clinical conference. CNA students must complete 40 hours of clinical in order to take the Certified Nursing Assistant Exam. They must provide their own transportation to and from clinical. Students will be required to purchase uniforms for clinical. Clinical runs from 6:45 am-11:00am Mon-Friday and 6:45 am-3:00 pm on Saturday and Sunday. They must provide an updated immunization record and physical exam. Students must adhere to the pregnancy policy and meet the physical limitations requirement. All seniors are required to attend the last week of school to practice for the CNA exam. Daily journaling, community service (5 hours) and the completion of a career portfolio are required. CNA is offered for dual enrollment upon teacher recommendation.

Credit: 2 units
This course is offered for dual enrollment based on teacher recommendation.
Dual Enrollment: 6 hours
AHS 163/106 - Long Term Care/ Cardiopulmonary Resuscitation (OCTC)

LAW, PUBLIC SAFETY, AND SECURITY CLUSTER

Law Enforcement I (**6510)** is designed to introduce students to the law, public safety and security field training as well as lay the foundation for how the system affects their everyday life. The course acquaints students with history of our Judicial System. The course includes law enforcement code of ethics, the source of laws, search and seizure, report writing and the scope of crime. Students are required to purchase uniform shirts at a cost of $25.00. Students are required to participate in SkillsUSA for a fee of $15.00. This class meets for two periods for one semester.
Credit: 2 units

Law Enforcement II (6511) introduces students to the basic concepts. This course includes the roles in the court system, the trial process, the purpose of correction, juvenile justice and sentencing. This course completes the Law, Public Safety and Security program and helps prepare the students for rewarding careers in Law, Public Safety, and Security fields. The

student will undergo an internship at various departments within the law and legal system. Students will have the opportunity to receive CPR certification at the cost of the student. Students will have use of a forensic lab. 911 Dispatcher training will be offered as well as the First Responder training program. Explorer Fire training is also offered at a cost of $10.00. This class meets for two periods for one semester.
Credit: 2 units
Dual Enrollment: 6 hours
CRJ 101/102

EDUCATION AND TRAINING CLUSTER

Early Childhood Education I (5700) is designed to provide students with hands-on opportunities to actively explore and observe the world of preschool children. This course provides an in-depth study of career paths, developmentally appropriate practices, curriculum development, safe and healthy learning environments, collaborative relationships, and professional employment skills. This class meets for two periods for one semester.
Credit: 2 units

Early Childhood Education II (5701) is an advanced study in working with young children. Students apply and build on skills acquired in Early Childhood Education I. Opportunities are provided to interact with professionals in the field, and experience is gained through various school-to-work activities. Integration of the Family and Consumer Science student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances the curriculum. Students will the opportunity to receive certification in First Aid, CPR, AED, and Child Care from the American Red Cross. This class meets for two periods for one semester. Students will be expected to pay fees for certifications before January 31st. (Approximate cost is $5.00 each**).**
Credit: 2 units
This is course is offered for dual enrollment based on teacher recommendation.
Dual Enrollment: 6 hours
ECD 101/102 Introduction to Early Childhood /Growth and Development I (OCTC)

Teacher Cadet (338900EW) ***this*** course is designed for students who are interested in the teaching profession. Students are taught how to teach a class, interact with students, and handle various situations that teachers face on a daily basis. Students will participate in an internship at a nearby primary, elementary, middle, or high school. The course is offered through Orangeburg-Calhoun Technical College, Cope Area Career Center's college partner. The credits earned through the course may be transferred to other colleges, most commonly as an elective credit. Students who are interested in Teacher Cadet must have a GPA of 3.0 and/or receive a recommendation from a Review Panel, be enrolled in a college preparatory curriculum, be recommended in writing by five instructors, submit an essay on why he/she wants to be in the class, be a senior, participate in an interview, and agree to adhere to the Teacher Cadet Discipline policy. A flash drive and a lab fee of $10 are required within the first week of class. All Teacher Cadet students are required to join SkillsUSA. Membership fee is $15 and must be paid within the first two weeks of the enrolling semester.
This course is offered for dual enrollment only
Credit: 2 units
Dual Enrollment (6 hours)
EDU 241/EDU 230 (OCTC)

HUMAN SERVICES CLUSTER

Cosmetology I & II is designed to provide a basic knowledge of practical and theoretical skills in the beauty. The development for professionalism in appearance and interpersonal/intrapersonal attitudes are stressed along with the professional terminology and safety practices, which meet SC State Board of Cosmetology standards. Skills in vocabulary, math, safety, job seeking skills, hygienic habits, professional grooming, and ethics will be incorporated.

Cosmetology I (6150) students must:

- Complete and submit application for admission.
- Have completed the 10th grade and be 16 years of age.
- Purchase a work kit at $300 (approximate), $100.00 due June 30 with a balance paid in full by September 1st.
- Earn a minimum of 500 clock hours in Cosmetology I.
- Maintain a "C" average or better to be recommended for Cosmetology II.
- Come professionally dressed starting on the 10th day of school (clean white uniforms, professional shoes and lab coat); this uniform is to be worn daily, only two excused days per year allowed for not dressing out.
- Complete online curriculum assignments (Today's class Milady Online).
- Pay SkillsUSA membership dues of $15.00 (approximate).
- Must attend an orientation/interview session with the Instructor.
- Must submit discipline/attendance information.

Credits: 3 units * Students who are habitually absent will have deficient hours and will not be recommended for the second level.

Cosmetology II (6151) students must:

- Have successfully passed Cosmetology I.
- Pay State Board fee of $165.00 (approximate), paid in full by December 5th, or paid in installments of $55.00 each. The first installment is to be paid by August 17th, the second installment is to be made by October 19th, and the final installment to be made by December 3rd. The State Board examination can occur any time during second semester at a date that is scheduled by the State Board of Cosmetology.
- Come professionally dressed starting on the 10th day of school (clean white uniforms, professional shoes, and lab coat). This uniform is to be worn daily during their senior year. The exam grade will be included as the students' final exam grade.
- Pay SkillsUSA membership dues of $15.00

Credits: 3 units

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. **If student has an 80 or above average in Automotive Technology II, he/she may qualify for Dual Enrollment through OCTC.**
Credit: 2 units
Dual Enrollment: 9 hours
AUT 101/112/132 – Engine Fundamentals/ Braking Systems/ Automotive Electricity (OCTC)

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 9th grade students to give them a chance to look at 2 programs before having to make a career choice.
Credit: 2 units

MANUFACTURING CLUSTER

Welding Technology I (6030) is designed to prepare students to perform entry-level welding tasks under the supervision of an experienced, certified welder. 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 are welding and oxygen acetylene cutting. Students also observe demonstration in both cutting and welding. Projects require participation in the lab area and students use the skills they observe. Uniforms are required for this class and tools, which can be purchased from CACC for $100.00. Student **Must Not** have any visible piercings, i.e., nose rings, ears, lips or chin piercings. This class meets for two periods each day for one semester.
Credit: 2 units

Welding Technology II (6340) 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 completing this program will be given an opportunity to earn college credit (6 college credits). 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. Students with visible piercings should **Not** sign up for this class. This class meets for two periods each day for one semester. **If student has an 80 or above average in Welding Technology II, he/she may qualify for Dual Enrollment through OCTC.**
Credit: 2 units
Dual Enrollment: 6 hours
IMT 210/211 – Basic Industrial Skills I/ Basic Industrial Skills II (OCTC)

Welding Technology III (6342) and IV (6343) if offered on an individual student basis with teacher recommendation. A student must submit an application and be interviewed prior to acceptance into the program. Students entering these programs of study may have the opportunity for co-op participation and school-to-work job training experiences. Students enrolled in this program of study are encouraged to join Skills USA and compete in the regional and state welding competitions.

Mechatronics Integrated Technology I (6210) & (6211) II prepares students form high tech careers in advanced manufacturing and high level Mechatronics maintenance positions. Units of study will include Electronics, Basic Electrical Residential wiring, Robotics, Fiber Optics, Constant and variable Speed Motor Control, Programmable-controllers and Basic Electronic Theory. Students who complete this program will have the opportunity to articulate to a two-year college/and or workplace. Students may enroll for college credit (9 college credits). Students may receive national certification through the National Center for Construction Education and Research (NCCER). Each level meets for two periods for one semester.
Credit: 2 units
This course is offered for dual enrollment based on teacher recommendation.
Dual Enrollment: 9 hours
IMT 210 - Basic Industrial Skills I & Lecture Lab
EET 101-Introduction to Electricity
IMT 131- Hydraulics & Pneumatics

Mechatronics Integrated Technology III (6213) & IV (6214): This course is designed to give students an introduction to power tools, blueprints, and rigging. Students will learn basic communication and employability skills as related to industrial applications. Also, students will gain knowledge of direct and alternating theory, Ohm's Law, series, parallel, and combination circuits. Circuits are constructed and tested. Each level meets for two periods for one semester.
Credit: 2 units
This is course is offered for dual enrollment based on teacher recommendation.
Dual Enrollment: 9 hours
IMT 211 – Basic Industrial Skills II & Lecture Lab Credit
IMT 229-Introduction to Process Control
EEM 117-AC/DC Circuits I

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

Project Lead the Way (6050) is a sequence of courses, which, when combined with mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering prior to entering college. If a student decides not to enter the engineering field after participating in this program, he/she will still benefit greatly from the knowledge and logical thought processes that result from taking the classes. Prerequisite: Algebra I with at least a "B" average.
Introduction to Engineering Design
Dual Enrollment: 6 hours
EGT 152 – Fundamentals of CAD (OCTC) paired with College 103

Principles of Engineering Design is a course that helps students understand the field of engineering /engineering technology. It is a hands-on course that teaches students problem solving skills. Students learn to work in a team environment to accomplish engineering tasks. Some of the topics covered are electrical systems, fluid systems, control systems, material testing. Some of the topics covered are electrical systems, fluid systems, control systems, material testing, strength of materials, statics, linear motion and trajectory motion.
Dual Enrollment: 6 hours
EGR 104 – Engineering Technology Foundations (OCTC) paired with CPT 170

Digital Electronics (6052) is a course that applies logic and encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.
Dual Enrollment: 6 hours
EET 140 – Digital Electronics (OCTC) paired with IDS 101

Civil Engineering and Architecture (6058) is an introductory study of the fundamental concepts of design and construction techniques in residential, commercial, and industrial buildings. Students apply what they learn about various aspects of civil engineering and architecture to the design and development of property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.
Dual Enrollment: 6 hours (OCTC) paired with Eng 101
AET 101 Building Systems I

All PLTW courses are alternated with another OCTC course. See Dual Enrollment section for possible course offerings.*Courses offered based on enrollment. *

Cope Area Career Center offers dual enrollment through Orangeburg-Calhoun Technical College. 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.

All prerequisite requirements for the desired course must be met before enrollment is approved. Students may need to take the appropriate college placement test per admission guidelines.

College Courses at Cope Area Career Center

Successful completion of a Cope Area Career Center program and graduation may allow students to receive college credit while in high school through articulation agreements with Orangeburg-Calhoun Technical College or Denmark-Technical College. At various times additional college courses are offered at Cope Area Career Center by college professors if the need exists. ***Students will be responsible for their own tuition, registration fee and books each semester in college courses.***

DUAL ENROLLMENT OPPORTUNITIES AT BEHS

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 Orangeburg-Calhoun Technical College, 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, on-line, or at Cope Area Career Center. 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).

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.

BAMBERG-EHRHARDT HIGH SCHOOL (CATE)

ALL COMPLETER PROGRAMS REQUIRE 4 TOTAL UNITS

Business Information Management ***Required:*** Image Editing I Digital Desktop Publishing ***Plus one or more of the following:*** Integrated Business Applications I Entrepreneurship Essential Communications	**Cosmetology** ***Required:*** Cosmetology I Cosmetology II Cosmetology III Cosmetology IV
Culinary Arts ***Required:*** Culinary Arts I Culinary Arts II Food and Nutrition I	**Early Childhood Education** ***Required:*** Early Childhood Education I Early Childhood Education II Teacher Cadet
Health Science ***Required: Any four of the following:*** Health Science I Health Science II Health Science III Medical Terminology CNA	**Mechatronics** ***Required:*** Mechatronics I & II Mechatronics III & IV
Law Enforcement ***Required:*** Law Enforcement I Law Enforcement II	**Welding Technology** ***Required:*** Welding I Welding II Welding III Welding IV
Project Lead the Way ***Required: Any four of the following:*** Introduction to Engineering Design Principals of Engineering Digital Electronics Civil Engineering & Architecture	
Automotive Technology ***Required:*** Automotive Technology I Automotive Technology II Automotive Technology III Automotive Technology IV	