RICHLAND SCHOOL DISTRICT TWO

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HIGH SCHOOL COURSE GUIDE

Purpose Driven, Future Ready®

2025-2026 Richland School District Two Course Catalog published December 2024

For general questions related to this catalog,
please contact the school counseling department at your high school.

Dear Parents and Guardians,

We hope this letter finds you well. As we prepare for a new academic year, we are excited to share with you our Richland School District Two High School Course Catalog, an essential resource designed to help students and parents navigate their educational journey.

Purpose of the Course Catalog:

1. **Course Offerings**: The catalog provides a comprehensive overview of the courses available at our high schools, including core subjects, electives, dual enrollment and advanced placement options. This allows students to make informed decisions about their academic path.
2. **Academic Planning**: It serves as a tool for students to plan their high school experience strategically. By understanding the requirements for graduation and college admissions, students can align their course selections with their future goals.
3. **Skill Development**: The catalog highlights courses that focus on developing critical thinking, creativity, and problem-solving skills, which are essential for success in both higher education and the workforce.
4. **Support Resources**: Your student's counselor will assist you and your student in enrolling in the appropriate courses to ensure the high school journey will be positive and successful.

We encourage you to review the Course Catalog with your student and discuss their interests and aspirations. Together, you can create a personalized educational plan that will set them on a path to success.

If you have any questions or need assistance, please feel free to reach out to your student's school counselors or administration. Thank you for your continued support as we work together to provide the best possible educational experience for our students.

Warm regards,

Penelope S. Atkinson, Ed. D.
Executive Director of Secondary Instruction
Richland School District Two
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Richland Two School District 2025-2026 Course Catalog

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SCHOOL - SPECIFIC OFFERING

District Office
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Website: https://www.richland2.org/

Dr. Kim Moore, Superintendent
Jennifer Morrison, Senior Chief Academic Officer

Richland Two School Board of Trustees

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Ms. Nikki Porter, Board Vice Chair
Mr. Dennis Gary
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Mr. Joe Trapp
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District High Schools and Programs

Blythewood High School
10901 Wilson Blvd,
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Telephone (803) 691-4090
Matt Sherman, Principal

Spring Valley High School
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Columbia, SC 29229
Telephone (803) 699-3500
Jeff Temoney, Principal

Richland Northeast High School
7500 Brookfield Rd
Columbia, SC 29223
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Dr. Marlon Thomas, Principal

Westwood High School
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Blythewood, SC 29016
Telephone (303) 691-4069
Tameka Nicholson, Principal

Ridge View High School
4801 Hard Scrabble Rd.
Columbia, SC 29229
Telephone (803) 699-2999
Dr. Brenda Mack, Principal

Student Innovation Center
763 Fashion Drive
Columbia, SC 29229
Telephone (803) 738-3227
Alan Wolf, Director

Richland Two Virtual Programs
7900 Brookmont Ln.
Columbia, SC 29203
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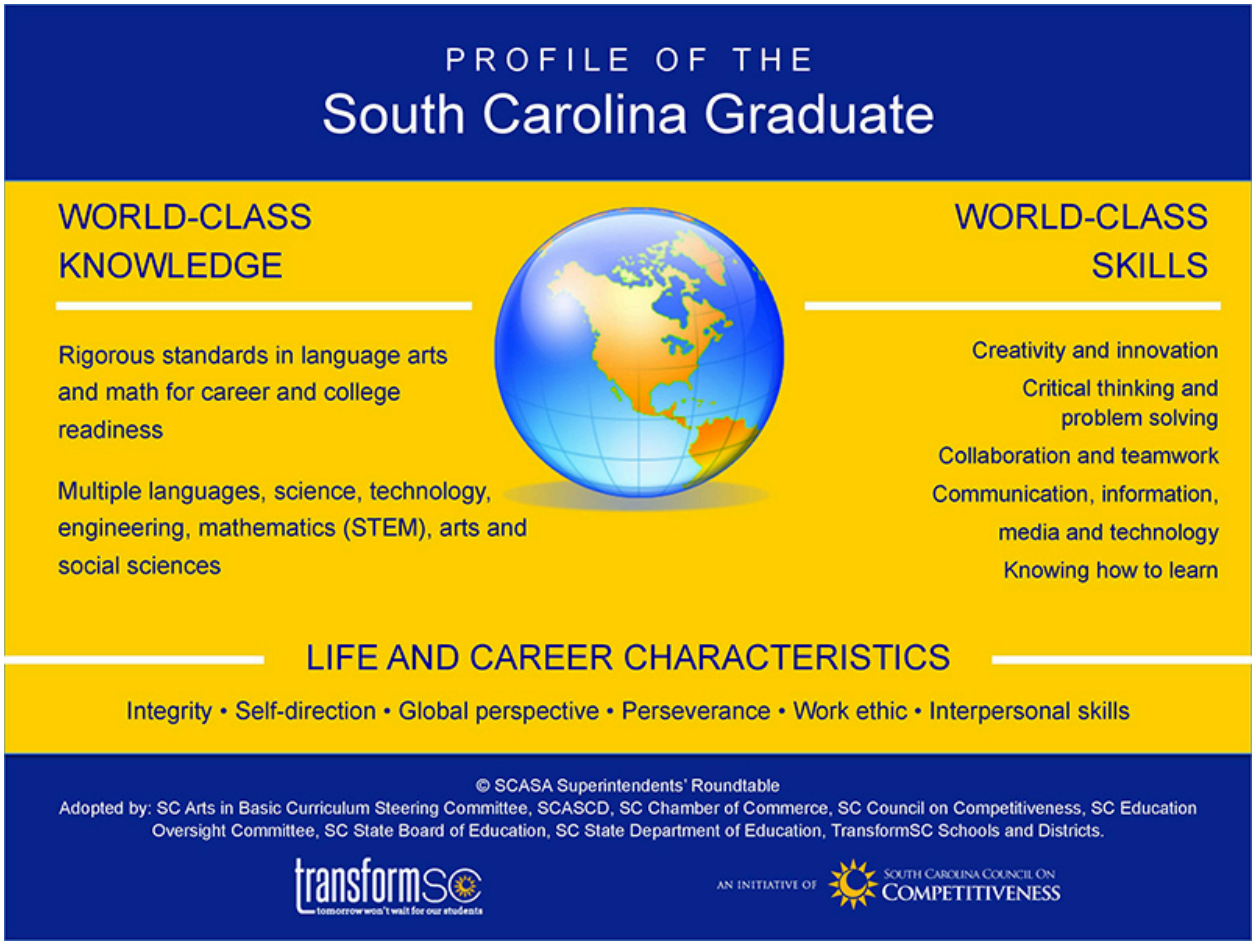
Dr. Emily Manigault, Director

PURPOSE OF COURSE CATALOG

Richland School District Two Schools, we are committed to ensuring all high school students graduate college- and career-ready. To achieve this goal, we develop courses and pathways to personalize learning for each and every high school student to learn and exemplify characteristics outlined in the South Carolina Profile of the Graduate.



Source: South Carolina Department of Education (2018)

This catalog represents the Richland School District Two high school course of study. In it, students, parents, and district staff can find important information to support planning program studies for high school students.

Richland School District Two does not warrant that this course catalog is free of errors or omissions. The district reserves the right to correct errors or omissions in this catalog at the time the errors or omissions are discovered and to adjust school and student records, including grade reports, transcripts, and the calculation of student grade point averages and ranks in class, to reflect those corrections.

Please note use of this course catalog does not create or constitute a contract between any user and the District. It is important that students and families work closely with their assigned school counselor throughout the student's high school career.

GENERAL INFORMATION

REGISTRATION

1. It is strongly recommended that all students take eight units each year. Students in grades 9 and 10 are required to take 8 units each year. Per South Carolina Board of Education Regulation 43-172, students must attend a minimum of 200 minutes daily or its equivalent for an annual accumulation of 36,000 minutes.
2. Students may not take two required English or math courses in the same academic year unless there is a defined, programmatic reason for it.
3. Students must have prior approval of the high school to take any virtual course, alternative course, dual credit course, or dual enrollment course. Please check with your school counselor for any required form(s).
4. If a student enrolls after the beginning of a course, attendance counts from the first day of the course, not from the day of enrollment. Students transferring from another school or from another level of the same course receive credit for days attended in the previous course.
5. Students transferring from other schools receive credit for previously acquired coursework from accredited programs. Please work with your school counselor to ensure he/she receives needed paperwork in order to effectively transfer credits.
6. Students who become ineligible for courses due to failures must check their schedules when school starts to make certain that appropriate changes have been made. Students should see their school counselors if there are any problems.
7. Students are encouraged to register for the level(s) of instruction recommended by the teachers. If a student chooses to make selections that are different from teachers' recommendations, a parent must request a waiver.
8. Students are reminded that once school begins, a change in level (Example: honors math to a college preparatory math) may be impossible due to a lack of space in the course(s) to which they wish to move or limitations in rearranging other courses in the student's schedule. In such cases, the student is required to remain in the course originally chosen. Please check with your school counselor if you would like to make a change.
9. Counselors may assign classes for students who fail to complete the registration procedure.

SCHEDULE CHANGES

Students are encouraged to choose courses carefully during the registration period.

No preference changes are made after the registration process concludes. Schools announce this deadline during registration. Changes are made if final grades, summer school, and/or Virtual SC completion necessitates the change. Level change requests are considered only when initiated by the teacher. Even then, level changes can be honored only if there is space in the new class. Students who drop a course after the fifth day may receive a grade of WF, which calculates as an F in the overall GPA.

Note: There is no guarantee that all courses requested can be scheduled. When possible, each student with a conflict is notified to allow him/her to make alternate selections.

RETAKING A COURSE

Beginning with courses taken during the 2017-18 school year, students in grades nine through 12 may retake a course at the same level of difficulty based on course availability. Retaking the course means that the student completes the entire course again. If the course being taken has an EOCEP, the EOCEP must be taken. The student's transcript will reflect both course instances. Only one course attempt and 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 the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it the next year. In this case, only the highest grade will be used in figuring the student's GPA.

CONTENT RECOVERY

Content recovery is defined as a course-specific, skill-based learning opportunity for students who are still enrolled in the course with the original teacher of record assigned by the school. Content recovery allows students to retake a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved by a certified instructor as needed for student mastery of course content. The following procedures apply:

1. All students are eligible to participate in content recovery.
2. Only major assignments may be recovered in Content Recovery. Each major assignment can be recovered one time.
3. Content recovery must be completed within 2 weeks of the first grade being recorded in the teacher's grade book/PowerSchool.
4. The student and parent must complete the district approved form for content recovery and submit it to the teacher.
5. The student must attend at least one hour of tutoring prior to the content being recovered with the teacher.
6. The highest grade will be recorded in the grade book/PowerSchool.

Grades: Upon satisfactory completion of all content recovery assignments within the time allowed, the certified teacher will include the recovered work using the highest grade into the final grade to arrive at the new grade for the course based on the district's policy.
Cost: There will be no cost for content recovery.

CREDIT RECOVERY

Credit recovery is defined as a course-specific skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. Credit recovery refers to a block of instruction that is less than the entirety of the course. As such, credit recovery is not intended to impact either positively or negatively a student's GPA. Rather, it is intended to allow students an opportunity to master the content or skills they failed to master during the regular course. By

successfully completing a credit recovery course, students will be awarded credit earned. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit course. Students must have obtained a grade from 50 to 59 percent in the initial credit course, or the student is not eligible for credit recovery and must retake the full course to receive credit.

Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade.

Students will be required to complete an application to request placement in a credit recovery course. Written consent of the student's parent/legal guardian must be obtained prior to enrollment. Students may take no more than two credit recovery courses at a time. There are no limits for the number of credit recovery courses that a student may take for the school year or over the course of grades nine through 12.

Students in grades nine through 11 must complete credit recovery courses taken during semesters one or two within one academic school year. Graduating seniors must complete credit recovery courses prior to the graduation ceremony in order to participate in graduation. Summer graduates must complete credit recovery by August 15th. Students enrolled in credit recovery courses during a summer session may extend past August 15th, but the course credit will be recorded on the next academic year. Extenuating circumstances may be considered by the principal.

When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course content, students will not be permitted to retake the exam.

If a student passes the credit recovery course with a 60 or higher, the student will receive a grade of "P." If the student does not earn a passing final score and does not recover the credit, the student will receive a grade of "F". The student's GPA will not be impacted; however, the course will be displayed on the student's transcript.

A student's parent/legal guardian will be responsible for any and all costs associated with participation in credit recovery. A written application to participate in credit recovery must be completed with parent consent followed by school approval prior to student participation in credit recovery. (Board Policy: IKADD-R)

COURSE WITHDRAWALS

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a WF and the F (as a 50) will be calculated in the student's overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a WP. The district will establish withdrawal limitations for distance learning courses.

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

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

If a student fails a course due to excessive absences and is unable to successfully make up the work, the school will record an FA on his/her transcript. The grade of FA will not carry Carnegie units but will be factored into the student's GPA as a 50. (Board Policy: IKA-R)

PROMOTION AND RETENTION

Richland Two parents/legal guardians, teachers, administrators, and community members have high expectations for student achievement. The South Carolina Curriculum Standards establish challenging standards for curriculum and student performance. The district affirms academic excellence for all students. Board Policy IKE describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next. This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Education Program (IEP). The district will administer this policy fairly, equitably, and consistently in the schools.

Students in Grades 9–12 will be awarded units of credit for courses that have been approved by the South Carolina Department of Education. Requirements for promotion to each grade level as follows:

- Promotion from Grade 9 to 10: a total of six units of credit, including one unit of English and one unit of mathematics
- Promotion from Grade 10 to 11: a total of 12 units of credit including one unit of English and one unit of mathematics
- Promotion from Grade 11 to 12: a total of 18 units of credit, including one unit of English and one unit of mathematics
- High school graduation: a total of 24 total units of credit, including four units of English; four units of mathematics; three units of science, including one in which an end-of-course test is administered; one unit of U.S. History; 1/2 unit of Economics; 1/2 unit of Government; one additional social studies; one unit of physical education or Junior ROTC; one unit of computer science; one unit of foreign language or career and technology education; seven electives including a 1/2 unit of health and a ½ unit of personal finance.

STATE ASSESSMENTS

Beginning in 2015, the South Carolina Department of Education requires that all eleventh graders take a career readiness assessment.

Beginning 2017, the South Carolina Department of Education encourages students to take either the SAT or ACT at no cost to the student, during the school day. Each of these assessments will be administered on designated school days in the spring.

Four high school courses have state-mandated End-of-Course (EOC) exams which count for 20 percent of the student's final grade in the course. Each of the following courses have EOCs:
- Algebra 1
- English 2
- Biology 1
- U.S. History and Constitution

GRADUATION REQUIREMENTS

To be eligible to receive a South Carolina High School Diploma, students must earn 24 units and demonstrate proficiency in computer literacy. The computer requirement may be met by successfully completing one of many computer courses that includes instruction in and testing of these skills. Based on state law, requirements to receive a South Carolina High School Diploma are prescribed as follows:

English	4 units
Math	4 units
Science	3 units
US History and Constitution	1 unit
Economics	0.5 units
US Government	0.5 units
Other social studies	1 unit
PE, JROTC or Marching Band with PE*	1 unit
Approved computer literacy**	1 unit
World Language or CTE elective***	1 unit
Personal Finance****	0.5 unit
Electives (including Health) *****	6.5 units
Total units required	**24 units**

As part of his/her coursework, the student must pass a classroom examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Federalist Papers, and American institutions and ideals. The student must take the U.S. Citizenship and Immigration

test as part of the U.S. Government course, provided there is no cost to the school or district for administering the test. Students are not required to meet a minimum score.
work
*Students are required to earn one P. E. credit for graduation. This may be achieved through the traditional Physical Education I, JROTC, or Marching Band with Physical Education 1.

**Computer literacy and/or science approved by the state for this required credit are listed in that section of that section of this catalog.

******One unit of a world language or an occupational elective is required for graduation. Students planning to attend a four-year college or university must take two or three years of the same world language and one course in fine arts for college entrance.

****Students planning to attend a two-year institution (e.g., Midlands Technical College), or who are planning to enter the workforce immediately, must earn at least one CTE unit in a career and technical area.

****In the 2022-2023 school year, the South Carolina State Board of Education approved the requirement of one-half unit in Personal Finance (or another state-approved course) to be required for graduation with a South Carolina High School Diploma. To accommodate this addition, 6½ elective units are required for graduation (rather than the previous seven)

*****All students must take Personal Health and Wellness for high school graduation.

All students must earn the required number of prescribed units.

SOUTH CAROLINA SEALS OF DISTINCTION

Students enrolled in South Carolina high schools shall have the opportunity to earn graduation Seals of Distinction within each high school diploma pathway that identifies a particular area of focus, beginning with the freshman class of 2018-19.

All graduates earning one or more state Seals of Distinction will be recognized in the commencement program. More information regarding Seals of Distinction can be shared by your guidance counselor.

The following Seals of Distinction are available:

DIPLOMA PATHWAYS SEALS OF DISTINCTION OVERVIEW

Students shall meet all requirements for earning a South Carolina high school diploma to be eligible to earn any Seal of Distinction.
One or more Seals may be earned, but are not required for graduation.
Consult District or School Curriculum Guides for more information regarding curriculum choices and requirements.

Honors Seal of Distinction	College-Ready Seal of Distinction	Career Seal of Distinction	Specialization Seal of Distinction
UGP GPA 3.5 or higher	**UGP GPA 3.0 or higher** or **ACT 20 or higher** or **SAT 1020 or higher** **Tests may be superscored**	**UGP GPA 2.5 or higher**	**UGP GPA 3.0 or higher**
English - 4 credits 2 at honors or higher level **Math** - Algebra 1, Algebra 2, Geometry, and a 4th higher level math requiring Algebra 2 as a prerequisite 3 at honors or higher level **Lab Science** - 3 credits 2 at honors or higher level **Social Studies** - 3 credits 2 at the honors or higher level **World Languages** - 2 credits of the same language for students entering 9th grade in 2018–2019 3 credits of the same language for students entering 9th grade in 2019–2020 and beyond **Advanced Coursework** - 4 additional credits of honors or higher completed during the Junior/Senior years (the last 2 years prior to graduation)	**English** - 4 credits **Math** - Algebra 1 (or the equivalent of Algebra 1), Algebra 2, Geometry, and a 4th Higher Level Math **Lab Science** - 3 credits **Social Studies** - 3 credits **World Language** - 2 credits In the same language **Fine Arts** - 1 credit	**English** - 4 credits **Math** - 4 credits **Science** - 3 credits **Social Studies** - 3 credits ***and one of the following:*** Education and Economic Development Act (EEDA) major **OR** Career and Technical Education (CTE) Completer ***and one of the following:*** One industry recognized credential **OR** Silver or higher on WIN **OR** Completion of Career Ready Work-Based Learning (WBL) placement	**(complete one area to qualify)** **STEM** - 4 credits beyond required courses in math, science, technology, and engineering; at least 2 at honors level or higher; may be in 1 area of STEM or across 4 areas **World Language** - 4 credits in the same language **OR** minimum ACTFL Exam score of "Intermediate Low" (or an equated score on STAMP or ASL assessment) **OR** AP exam score of 3 or higher **OR** IB exam score of 4 or higher before the senior year; English Learners – all criteria above and Level 5 composite ACCESS test score **Military** - 4 credits in JROTC and an ASVAB score of 31 or higher **Arts** - 4 credits in single or multiple areas of the Arts; 2 or more at honors or higher level and *mastery on external exam or performance task. *waived for Class of 2023

Diploma Pathways

Student Eligibility 2018-19 Ninth Graders and beyond

- **SC Diploma Requirements (24 credits)**
- **Optional Seals of Distinction – multiple seals available**
- **Optional Personal Pathways – possible innovative course options; approved by District/SCDE and align with student's post-secondary plan**

Seals of Distinction

Optional for students to pursue one or more

- **Honors Seal of Distinction**
- **College-Ready Seal of Distinction**
- **Career Seal of Distinction**
- **Specialization Seal of Distinction**
- **Each has a set of criteria for qualification**

Arts Specialization Seal of Distinction

Mastery on External Exam or Performance Task Expanded Criteria

External Written Examinations

- o AP Score of 3 or higher; 2-D Art and Design, 3-D Art and Design, Drawing, Art History, Music Theory
- o IB External Assessment (EA) Score of 4 or higher; Dance, Music (exception: Group Performance), Theater, Visual Arts, Film

Externally Evaluated Performance Task

Dance

- o Selected dancer from an individual adjudicated event sponsored by a state or district entity (i.e., SCDA Festival, SCAHPERD Conference, District Honors Dance Company.)
- o Earned superior rating in solo adjudication at state or district sponsored competition or performance setting (i.e., SCDA State Dance Team Championship, Kaleidoscope Performance, Gala Performance.)

Music

- o Seated or Alternate member of an auditioned honor ensemble (all-district, all-region, all-state, or national) supported by the school's music program (i.e. All State, Region, Etc.)
- o Superior Rating on Solo Performance at Solo and Ensemble Event.

Theater

- o Individual recognition for performance in a monologue, one act, musical theater, or "Tech Olympics" event through the South Carolina Theater Association or Palmetto Dramatic Association.
- o Accumulation of points sufficient for membership in the International Thespian Society.

Visual Art

- o Promotion of artwork from regional SCAEA Youth Art Month Exhibits to state SCAEA Youth Art Month Exhibit.
- o Individual recognition in externally juried local shows and exhibits.
- o Induction into National Art Honor Society.

*Externally Evaluated Performance Tasks based on guidance from: South Carolina Art Education Association, South Carolina Dance Association, South Carolina Music Educators Association, and South Carolina Theatre Association.

STATE-FUNDED SCHOLARSHIP AND GRANT PROGRAMS

General Eligibility requirements for all programs:

- US Citizen/Legal Permanent Resident*
- SC Resident*
- No felony convictions**
- No second or subsequent alcohol/drug misdemeanors
- Not in default on any state or federal loans
- Enroll in a degree-seeking program at an eligible SC institution

*This must be determined at the time of high school graduation & college enrollment.
**Excluding Lottery Tuition Assistance.

South Carolina Commission on Higher Education
Access | Affordability | Excellence

	QUALIFYING CRITERIA	CONTINUED ELIGIBILITY CRITERIA
SC HOPE $2,800	• Attend an eligible four-year institution • 3.0 SC UGP GPA	• 3.0 LIFE GPA; and • Earn an average of 30 credit hours by the end of the first academic year* If a SC HOPE recipient satisfies the above criteria, they move into the LIFE scholarship program beginning in their 2nd academic year
LIFE $5,000	**Two-Year Institution** • 3.0 SC UGP GPA **Four-year Institution** (Meet 2 out of 3) • 3.0 SC UGP GPA • 1100 SAT or 22 ACT • Rank in top 30% of graduating class* *Cannot use rank if graduating mid-year	• 3.0 LIFE GPA; and • Earn an average of 30 credit hours by the end of the first academic year* Up to eight terms of eligibility towards first Bachelors degree *Academic year: Fall, Spring, Summer ** Can use AP, IB, Dual Enrollment, and CLEP hours towards credit hour requirement
Palmetto Fellows $6,700 year 1 $7,500 year 2–4	• 3.5 SC UGP GPA; and • 1200 SAT or 25 ACT; and • Top 6% rank in either 10, 11, 12 Without regard to rank (Alternative Criteria) • 4.0 SC UGP GPA; and • 1400 SAT or 31 ACT *Mid-year graduates MUST apply prior to mid-year graduation date	• 3.0 Institutional GPA; and • Earn 30 credit hours each academic year Up to eight terms of eligibility towards first Bachelors degree *Academic year: Fall, Spring, Summer **Cannot use AP, IB, Dual Enrollment, or CLEP hours towards credit hour requirement
Lottery Tuition Assistance	**2-Year institutions only** • Complete the FAFSA or FAFSA waiver; • Enroll in at least six credit hours	• Maintain Satisfactory Academic Progress • After attempting 24 hours, earn a minimum 2.0 GPA; and • Complete the FAFSA annually Students are not eligible to receive Lottery Tuition Assistance for more than one certificate, diploma, or degree earned within any five-year period unless the additional certificate, diploma, or degree constitutes progress in the same field of study.
SC Need-based Grant $3,500 (Full-time)	• Determined 'in need' by completing the FAFSA	• 2.0 GPA; and • Earn 24 credit hours; and • Complete the FAFSA annually, so 'in need' status can be confirmed.

www.che.sc.gov | 803-737-2260

South Carolina Commission on Higher Education

GRADE POINT AVERAGE (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level. As applicable, the district will recalculate GPAs already earned by students based on the three- decimal-point scale as outlined in this administrative rule. Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

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

SOUTH CAROLINA UNIFORM GRADING SCALE CONVERSION CHART

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/ DC
100	A	5	5.5	6
99	A	4.9	5.4	5.9
98	A	4.8	5.3	5.8
97	A	4.7	5.2	5.7
96	A	4.6	5.1	5.6
95	A	4.5	5	5.5
94	A	4.4	4.9	5.4
93	A	4.3	4.8	5.3
92	A	4.2	4.7	5.2
91	A	4.1	4.6	5.1
90	A	4	4.5	5
89	B	3.9	4.4	4.9
88	B	3.8	4.3	4.8
87	B	3.7	4.2	4.7
86	B	3.6	4.1	4.6
85	B	3.5	4	4.5
84	B	3.4	3.9	4.4
83	B	3.3	3.8	4.3
82	B	3.2	3.7	4.2
81	B	3.1	3.6	4.1
80	B	3	3.5	4
79	C	2.9	3.4	3.9
78	C	2.8	3.3	3.8
77	C	2.7	3.2	3.7
76	C	2.6	3.1	3.6
75	C	2.5	3	3.5
74	C	2.4	2.9	3.4
73	C	2.3	2.8	3.3
72	C	2.2	2.7	3.2
71	C	2.1	2.6	3.1
70	C	2	2.5	3

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/D C
69	D	1.9	2.4	2.9
68	D	1.8	2.3	2.8
67	D	1.7	2.2	2.7
66	D	1.6	2.1	2.6
65	D	1.5	2	2.5
64	D	1.4	1.9	2.4
63	D	1.3	1.8	2.3
62	D	1.2	1.7	2.2
61	D	1.1	1.6	2.1
60	D	1	1.5	2
59	F	0.9	1.4	1.9
58	F	0.8	1.3	1.8
57	F	0.7	1.2	1.7
56	F	0.6	1.1	1.6
55	F	0.5	1	1.5
54	F	0.4	0.9	1.4
53	F	0.3	0.8	1.3
52	F	0.2	0.7	1.2
51	F	0.1	0.6	1.1
0-50	F	0	0	0
50	WF	0	0	0
50	FA	0	0	0
(No value)	WP	0	0	0

CONVERSION PROCESS

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. The grading scale must be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student's record:

A = 95
B = 85
C = 75
D = 65
F = 50

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the average will be converted to a 65 numerical grade.

If the transcript shows that the student has earned a grade of "P" (passing) or "F" (failing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P" or the "F."

If no numerical average can be obtained from the sending institution, the receiving school will calculate the student's cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the "P." If no numerical average can be obtained from the sending institution on the "F," the grade entered will be a 50.

The district will consider a student's transcript along with the additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits for homeschools.

For international students, the district will attempt to gather course information from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match.

Under certain conditions, the district will allow a high school student to audit a course for no grade. The student must obtain permission before taking the class and must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course will be marked for "no credit" and "not included in GPA" at the student level.

Auditing may be allowed once the student has met graduation requirements in that content discipline and if space is available in the course. The course cannot be taken as a preview nor, once audited, can the course be taken for credit. Any prerequisites for the audited course must be met. Students who audit AP or IB courses will need to pay for the corresponding tests where applicable and the auditing of EOC courses will not be allowed. The same guidelines for dropping the audited course or adding it as a credit course will apply. The principal has discretion in cases of auditing in any other circumstances.

END-OF-COURSE TESTING

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time and all requirements will apply.

HONORS COURSES

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision- making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

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

An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate.

Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the Profile of the South Carolina Graduate.

Assessments must align with the honors level curriculum and instructional best practices, including pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Beginning in 2017-18, new honors courses that are assigned honors weighting must meet the state's criteria and be approved by the district. The district will retain evidence that the course meets the state criteria in the SC Honors Framework and will provide such evidence as requested by the South Carolina Department of Education.

ADVANCED PLACEMENT (AP) COURSES

The following criteria apply to the College Board's AP courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency:

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

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

DUAL CREDIT COURSES

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that apply to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions.

College remediation and orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to the state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

In grading dual credit courses, if numerical averages are not provided on the student's transcript, the following conversion will apply: A = 95, B = 85, C = 75, D = 65, F = 50.

NCAA ELIGIBILITY STANDARDS

Core Courses: NCAA Division I and II require 16 core courses. Be sure to look at the NCAA Eligibility Center's website for a list of approved courses (www.eligibilitycenter.org). Use that list as your guide.

Division I Core Courses: 4 years of English, 3 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science, 1 year of additional English, mathematics, or natural/physical science, 2 years of social science, 4 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy). Ten core courses must be completed before the beginning of a student's 12th grade year. Of the 10 completed, 7 must be in the areas of English, math, or science.

Division II Core Courses: 3 years of English, 2 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science, 3 years of additional English, mathematics, or natural/physical science, 2 years of social science, 4 years of additional courses (from any area above, foreign language, or non doctrinal religion/philosophy).

Grade Point Averages: Division I uses a sliding scale to match test scores and core grade-point averages. A minimum average of 2.3 is required for first-year collegiate completion. See the NCAA

website for the specific sliding scales. Division II requires a minimum core grade point average of 2.0.

Test Scores: SAT scores used for NCAA purposes include only the critical reading and math sections (the Writing section is not used). The ACT score used for NCAA purposes is the sum of the following four sections: English, mathematics, reading, and science. When registering for the SAT or ACT, ise the NCAA Eligibility Center code of 9999 to ensure that all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used. Division I uses a sliding scale to match test scores and core grade point averages. Division II requires a minimum SAT score of 820 or an ACT sum score of 68.

Amateur certification: Prospective student-athletes may register with the NCAA Eligibility Center (www.eligibilitycenter.org) as early as their sophomore year in high school. As part of the amateurism certification process, each prospective student-athlete will be asked to answer several questions regarding his/her sports participation history.

CAREER PLANNING AND INDIVIDUAL GRADUATION PLANS

As we work together to prepare our high school students to face challenges including higher graduation standards, increasing college entrance requirements, and growing workforce demands, it is our goal for all students to be successful. High schools must provide a curriculum framework that is challenging and relevant. Richland School District Two's framework of career clusters and majors provides students and families with a sequence of courses to assist students in becoming passionate, lifelong learners who are successful in college, careers, or the military. Working with their parents, counselors and teachers, students develop ***Individual Graduation Plans (IGPs)*** that include academic as well as professional-related courses. Their plans also identify extended learning opportunities that are designed to prepare students for transition to post-secondary education and the workplace Individual Graduation Plans (IGPs) are designed to guide students toward their education, career, and employment goals. During IGP meetings, school counselors discuss general graduation requirements, coursework, and opportunities related to future goals. IGPs also help students align their high school courses with college entrance requirements. These plans are flexible and can change based on the student's aspirations, abilities, and interests. They are reviewed annually and updated as a student's interests or career goals change.

Beginning in 8th grade, students develop an IGP that includes general graduation requirements and coursework, including extended and work-based learning opportunities related to their chosen career cluster. A **career cluster** is a field of study chosen from 16 national career clusters such as business, management and administration that you plan to focus on in high school and beyond. By the end of 10th grade, students choose a career major aligned with a career cluster.

Extended and work-based learning opportunities may include:

- Student Organizations
- Job Shadowing
- Internships
- Curriculum-based Field Trips
- Service-learning
- Apprenticeship

CAREER CLUSTERS

The National Career Clusters® Framework provides structural alignment and a common language to bridge education and work, empowering each learner to explore, decide on, and prepare for dynamic and evolving careers.

ENGLISH

Four Carnegie units earned in English courses are required for high school graduation. Students must pass English courses in sequence. AP courses are listed in this section.

English 1 CP 302400CW	**Credit:** 1 unit
Prerequisite: District recommendation	

Aligned with the South Carolina State Standards, the English 1 course provides a foundational study of a variety of fiction, nonfiction, poetry, and drama from across cultures and time periods to include integrated vocabulary and grammar instruction. Students will read, write, and communicate for a variety of purposes with an emphasis on further developing critical thinking, problem-solving skills, and creativity.

English 1 Honors 302400HW	**Credit:** 1 unit
Prerequisite: District recommendation	

Aligned with the South Carolina State Standards, the English 1 Honors course offers an accelerated and in-depth study of a diverse range of fiction, nonfiction, poetry, and drama from various cultures and time periods. This course challenges students to engage in more rigorous critical analysis, interpretation, and evaluation of texts. Honors students will explore advanced vocabulary and grammar through integrated instruction, with an emphasis on developing higher-level thinking, problem-solving skills, and creativity. The course also places greater focus on refining research and writing techniques for a variety of academic and creative purposes, preparing students for future advanced coursework.

English 2 CP 302500CW	**Credit:** 1 unit
Prerequisite: English 1	

Aligned with the South Carolina State Standards, the English 2 course provides a study of a variety of rich and challenging fiction, nonfiction, poetry, and drama from across cultures, places, and time periods to include integrated vocabulary and grammar instruction. Students will read, write, and communicate for a variety of purposes with an emphasis on further refining critical thinking, problem-solving skills, and creativity. In accordance with state mandates, students are required to take the English 2 End of Course exam which counts as 20% of their final grade.

English 2 Honors 302500HW	**Credit:** 1 unit
Prerequisite: English 1 Honors and/or teacher recommendation	

Aligned with the South Carolina State Standards, the English 2 Honors course provides an accelerated and in-depth exploration of rich and challenging fiction, nonfiction, poetry, and drama from various cultures, places, and time periods. This course emphasizes advanced analysis and critical thinking, requiring students to engage deeply with texts and ideas. Integrated vocabulary and grammar instruction is designed to support higher-level writing, communication, and

problem-solving skills. Honors students will refine their ability to write for a variety of academic and creative purposes, with an increased focus on interpretation, synthesis, and effective argumentation. In accordance with state mandates, students must take the English 2 End of Course exam, which counts as 20% of their final grade. *Students will take an EOC at the end of the course, which will count 20% of their final grade.*

English 3 CP 302600CW	**Credit:** 1 unit
Prerequisite: English 1 > English 2	

Aligned with the SC State Standards, English 3 is designed to deepen students' study of American literature and nonfiction while advancing their critical reading, writing, and communication skills. Students will engage with a variety of texts, analyzing complex themes, structures, and rhetorical elements across fiction, nonfiction, poetry, and drama.

English 3 Honors 302600HW	**Credit:** 1 unit
Prerequisite: English 1 Honors > English 2 Honors and/or teacher recommendation	

Aligned with the SC State Standards, English 3 Honors provides an accelerated and in-depth study of American literature and nonfiction, challenging students to engage with more complex and diverse texts. Students will analyze intricate themes, structures, and rhetorical techniques across fiction, nonfiction, poetry, and drama, while advancing their critical reading, writing, and communication skills. This course emphasizes deeper literary analysis, critical thinking, and advanced research. Students will engage in more rigorous discussions, write analytical essays with greater complexity, and refine their ability to evaluate multiple perspectives.

English 4 CP 302700CW	**Credit:** 1 unit
Prerequisite: English 1 > English 2 > English 3	

Aligned with the SC State Standards, English 4 is designed to prepare students for the transition to college, career, and civic life by developing advanced literacy and communication skills. Students will explore a wide range of literature, including British and world texts, and engage in critical analysis of themes, structures, and literary elements across fiction, nonfiction, poetry, and drama.

English 4 Honors 302700HW	**Credit:** 1 unit
Prerequisite: English 1 Honors > English 2 Honors > English 3 Honors and/or teacher recommendation	

Aligned with the SC State Standards, English 4 Honors is an accelerated course designed to rigorously prepare students for the transition to college, career, and civic life by developing advanced literacy, analytical, and communication skills. Students will engage in a deeper exploration of British and world literature, analyzing complex themes, structures, and literary elements across a wide range of fiction, nonfiction, poetry, and drama.

AP English Language and Composition 307100AW	Grade level: 11 Credit: 1 unit
Prerequisite: 3 previous credits of honors English or teacher recommendation in the students' Junior Year Postrequisite: Students who take AP English Language and Composition are not eligible for dual enrollment English courses in their senior year.	

AP English Language and Composition is an introductory college-level composition course. Through the study of primarily American literature, students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

AP English Literature and Composition 307000AW	Grade level: 12 Credit: 1 unit
Prerequisite: 4 previous credits of honors English or teacher recommendation in the students' senior year.	

AP English Literature and Composition is an introductory college-level literary analysis course. Through the study of English and American literature, students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

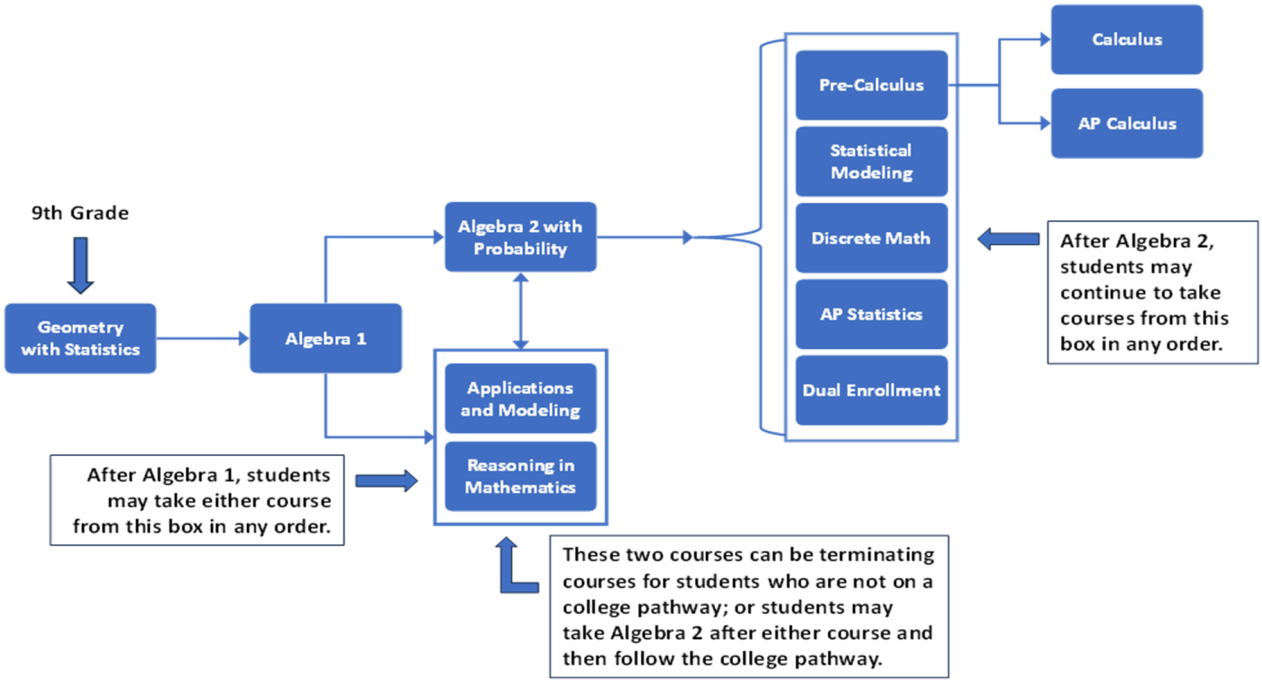
Additional English courses are offered at each high school.

Click the respective links below to explore further course offerings.

Blythewood High School	Ridge View High School
Richland Northeast High School	Spring Valley High School
Westwood High School	

MATHEMATICS

Four units earned in math are required for high school graduation. AP courses are listed in this section.



Geometry with Statistics CP 412200CW	**Grade level:** 9 **Credit:** 1 unit
Prerequisite: District Recommendation	

Geometry with Statistics (GS) builds on students' informal math experiences in the middle grades. As the first of four required courses in high school mathematics, GS strengthens algebraic skills to enable students to investigate the basic structure of geometry. Using manipulatives, visual representations and dynamic software, the students explore the conceptual ideas behind the definitions, postulates and theorems of geometry. Topics of study include: deductive reasoning through proof and problem solving, developing powers of spatial visualization, building knowledge of the relationships among geometric elements, and developing precision of mathematical language. This course enables students to solve problems about objects and shapes in two- and three-dimensions, including theorems about universal truths and spatial reasoning. Aligned with the SC College and Career Ready Standards for Mathematics for Geometry, this course is designed to enrich critical thinking skills and prepare students for higher levels of thinking in mathematics.

Geometry with Statistics Honors 412200HW	**Grade level:** 9 **Credit:** 1 unit
Prerequisite: District Recommendation	

Geometry with Statistics (GS) builds on students' informal mathematical experiences in the middle grades. As the first of four required courses in high school mathematics, GS strengthens algebraic skills to enable students to investigate the basic structure of geometry. Using manipulatives, visual representations and dynamic software, the students explore the conceptual ideas behind the definitions, postulates and theorems of geometry. Topics of study include: deductive reasoning through proof and problem solving, developing powers of spatial visualization, building knowledge of the relationships among geometric elements, and developing precision of mathematical language. This course enables students to solve problems about objects and shapes in two- and three-dimensions, including theorems about universal truths and spatial reasoning.

The Honors Geometry course differs from Geometry CP with the inclusion of formal two-column Euclidean proofs. It is the expectation that honors students prove theorems and postulates before using them in applications. Aligned with the SC College and Career Ready Standards for Mathematics for Geometry, this course is designed to enrich critical thinking skills and prepare students for higher levels of thinking in mathematics.

Algebra 1 CP 411400CW	**Grade level:** 9,10 **Credit:** 1 unit
Prerequisite: Geometry with Statistics	

Aligned with the SC College and Career Ready Standards for Mathematics, Algebra 1 (A1) serves as a study of linear, quadratic, exponential, and absolute value functions. Statistical reasoning is also added to learn how data are represented and interpreted and how models, particularly linear, can be used to make predictions. The study of algebra is inextricably linked to the study of functions, which are fundamental objects in mathematics that model many life situations involving change. A1 provides experiences for students to see how mathematics can be used systematically to represent patterns and relationships among numbers and other objects, analyze change, and model everyday events and problems of life and society. Graphing is a vital component of this course and allows students to visualize the behavior of functions. At the end of the course, students will take a South Carolina End of Course Assessment that will count 20% of the course grade.

Algebra 2 with Probability CP 411500CW	**Grade level:** 9,10,11,12 **Credit:** 1 unit
Prerequisite: Geometry with Statistics > Algebra 1	

Algebra 2 with Probability CP (A2P) is a course designed for students seeking access to higher levels of mathematics after studying Geometry and Algebra 1. A2P serves to deepen understanding and intuition about a wide variety of functions such as polynomial, rational, radical, exponential, piecewise, and beginning trigonometry. Building on principles learned from Geometry and Algebra 1, the purpose of this course is to graphically investigate and compare functions, analyze rates of change, and determine solutions of "real world" problems at a higher conceptual level than can be achieved algebraically. Instruction includes the use of a graphing calculator or a computer algebra system to enable students to visualize mathematics and increase their conceptual understanding. In addition to increasing student knowledge of "parent functions," A2P also includes the study of complex numbers, matrices and probability. Graphing calculators and dynamic software are used to help students visualize mathematics.

Algebra 2 with Probability Honors 411500HW	**Grade level:** 9,10,11,12 **Credit:** 1 unit
Prerequisite: Geometry with Statistics Hon > Algebra 1	

Algebra 2 with Probability CP (A2P) is a course designed for students seeking access to higher levels of mathematics after studying Geometry and Algebra 1. A2P serves to deepen understanding and intuition about a wide variety of functions such as polynomial, rational, radical, exponential, piecewise, and beginning trigonometry. Building on principles learned from Geometry and Algebra 1, the purpose of this course is to graphically investigate and compare functions, analyze rates of change, and determine solutions of "real world" problems at a higher conceptual level than can be achieved algebraically. Instruction includes the use of a graphing calculator or a computer algebra system to enable students to visualize mathematics and increase their conceptual understanding. In addition to increasing student knowledge of "parent functions," A2P also includes the study of complex numbers, matrices and probability. Graphing calculators and dynamic software are used to help students visualize mathematics.

In addition to the topics taught in Algebra 2 with Probability (A2P) CP, students in A2P Honors sections will study functions at a more rigorous level. They will also unwrap the unit circles, study introductory logarithms and inequalities more deeply. The use of a computer algebra system is mandatory for this course. Students will be required to demonstrate understanding of concepts on major assessments with and without a graphing utility.

Pre-Calculus CP 413100CW BHS, RNE, RVHS, SVHS, WHS	**Grade level:** 10,11, 12 **Credit:** 1 unit
Prerequisite: Geometry with Statistics > Algebra 1 > Algebra 2 with Probability	

Aligned to the South Carolina College- and Career-Ready (SC CCR) standards, Pre-Calculus (PC) serves as a study of piecewise, rational, radical, exponential, logarithmic, and trigonometric functions with their applications. Additionally, the course addresses the study of polar coordinates, conic sections, vectors, matrices, inverses and compositions of functions.. Mathematical modeling, a vital component of the course, involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. The use of technological tools, such as hand-held graphing calculators and computer algebra systems, enables students to create and analyze mathematical representations used in the modeling process. This course builds on previously learned functions and prepares students for continued study in mathematics post high school.

Pre-Calculus Honors 413100HW BHS, RNE, RVHS, SVHS, WHS	**Grade level:** 10,11,12 **Credit:** 1 unit
Prerequisite: Geometry with Statistics Hon > Algebra 1 > Algebra 2 with Probability Hon	

Aligned to the South Carolina College- and Career-Ready (SC CCR) standards, Pre-Calculus (PC) serves as a study of piecewise, rational, radical, exponential, logarithmic, and trigonometric functions with their applications. Additionally, the course addresses the study of polar coordinates, conic sections, vectors, matrices, inverses and compositions of functions.. Mathematical modeling, a vital component of the course, involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. The use of technological tools, such as hand-held graphing calculators and computer algebra systems, enables students to create and analyze mathematical representations used in the modeling process. This course builds on previously learned functions and prepares students for continued study in mathematics post high school.

In addition to teaching the standards from Pre-Calculus (PC) CP at a more rigorous level, PC Honors coursework will introduce students to Limits and Continuity. The use of a computer algebra system is mandatory for this course. Students will be required to demonstrate understanding of concepts on major assessments with and without a graphing utility.

Reasoning in Mathematics 411800CW	**Grade level:** 11,12 **Credit:** 1 unit
Prerequisite: Geometry with Statistics > Algebra 1	

Reasoning in Mathematics (RM) engages students in relevant problems that focus on how mathematics and statistics inform decision making. It prepares students for post-secondary options with instruction that focuses on modeling real-world situations. Topics include statistical reasoning and variability, matrices, truth tables, approximation, linear regression, real-world scenarios involving investments and loans, piecewise and exponential data. This course uses a graphing calculator and other graphing utilities. **(Colleges will not recognize this course as a mathematics course.)**

Applications and Modeling 411900CW	**Grade level:** 11,12 **Credit:** 1 unit
Prerequisite: Geometry with Statistics > Algebra 1	

Applications and Modeling (AM) is a specialized mathematics course developed to expand on and reinforce the concepts introduced in Geometry with Statistics and Algebra 1 by using those concepts to represent and analyze data and make predictions and inform judgments about real-world phenomena. In this course, students explore decision-making for financial planning and management, design in three dimensions, interpret statistical studies, and create functions that model problems faced by society.

AM is designed to engage students in doing, thinking about, and discussing mathematics, statistics, and modeling in everyday life. It allows students to experience mathematics and its applications in a variety of ways that promote financial literacy and career-based decision-making. Measurements are taken from the real world, and technology is used extensively for computation, with an emphasis on students' interpretation and explanation of results in context. This course uses a graphing calculator and other graphing utilities. **(Colleges will not recognize this course as a mathematics course.)**

Statistical Modeling CP 412000CW	**Grade level:** 10,11,12 **Credit:** 1 unit
Prerequisite: Geometry with Statistics > Algebra 1 > Algebra 2 with Probability	

Statistical Modeling (SM) is a course that extends students' understanding of statistics. The SM course offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical investigative questions to be answered using data, design and implement a plan to collect the appropriate data, select appropriate graphical and numerical methods for data analysis, and interpret their results to make connections with the initial question. The process standards, through a statistical lens, will provide the foundation for instruction and assessment. Topics are introduced and assessed using

simulations and appropriate supporting technology. This course uses a graphing calculator and other graphing utilities.
Statistical Inquiry Process: Developing Statistical Questions, Collecting Data, Analyzing Data, Interpreting Results

Discrete Mathematics CP 414200CW	**Grade level:** 10,11,12 **Credit:** 1 unit
Prerequisite: Geometry with Statistics > Algebra 1 > Algebra 2 with Probability	

Discrete Mathematics (DM) is a collection of methods for studying big data analytics. It includes the study of the principles of number theory, classification and comparison of objects, use of matrices to model and solve problems, use of a recursion model, analysis of numbers with different bases, data probability and statistical reasoning in real-world situations, use of graph theory, and the principles of logic theory. Topics addressed in DM are applicable to environmental and economic real-world issues that dominate modern life. They include statistics, voting and social choice, fairness and game theory, size and growth, finances and resources. This course uses a graphing calculator and other graphing utilities.

AP Statistics 417100AW BHS, SVHS,WHS	**Grade level:** 11,12 **Credit:** 1 unit (AP weighted)
Prerequisite: Geometry with Statistics Hon, Algebra 1, Algebra 2 with Probability Hon	

This course is appropriate for students pursuing a degree in mathematics, health science, engineering, psychology, sociology or business. Topics include exploring data, planning a statistical study, anticipating patterns using probability and simulations, and drawing statistical inferences. The College Board determines the course description, so the content must adhere to those requirements. This course is equivalent to an introductory non-calculus college course in statistics and can potentially earn students 3 hours of college credit. This course uses a graphing calculator and other graphing utilities.

Calculus Hon 413500HW BHS, RNE, RVHS, SVHS, WHS	**Grade level: 11, 12 Credit:** 1 unit
Prerequisite: Geometry with Statistics > Algebra 1 > Algebra 2 with Probability > Pre-Calculus	

This course is for students who have completed Pre-Calculus, and desire an introduction to college calculus, but elect not to enroll in Advanced Placement Calculus. It is intended for students who plan to pursue a degree at a four-year college or university that requires the successful completion of a calculus course. Students review important mathematical principles from Pre-Calculus and extend into Calculus applications with each topic. Topics of study include primary functions such as polynomial and rational functions, trigonometric, exponential, and logarithmic functions; limits, derivatives; applications of differentiation; and basic integration. Students do not sit for an AP exam

in Calculus Honors. but they do receive a high school mathematics credit and a strong course in college calculus. This course uses a graphing calculator and other graphing utilities.

AP Calculus AB 417000AW BHS, RNE, RVHS, SVHS,WHS Offered Second Semester Only	**Grade level:** 11, 12 **Credit:** 1 unit (AP weighted)
Prerequisite: Geometry with Statistics > Algebra 1 > Algebra 2 with Probability > PreCalculus	

This course provides a study of elementary functions and introductory college calculus. Topics of study include continuity, limits, derivatives, applications of derivatives, basic integration and applications with integration. This course uses a graphing calculator and other graphing utilities. A CAS graphing calculator is highly recommended. Course content corresponds to the syllabus established by the College Board Advanced Placement Program and, combined with BC Calculus, equates to roughly two semesters of college calculus.

AP Calculus BC 417200AW BHS, SVHS, WHS	**Grade level:** 11,12 **Credit:** 1 unit (AP weighted)
Prerequisite: Geometry with Statistics Hon > Algebra 1 > Algebra 2 with Statistics Hon > PreCalculus Hon > AP Calculus AB	

Calculus BC extends the Calculus AB content to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This course uses a graphing calculator and other graphing utilities. A CAS graphing calculator is highly recommended. AP Calculus BC content corresponds to the syllabus established by the College Board Advanced Placement Program is roughly equivalent to both first and second semester college calculus courses.

Additional Math courses are offered at each high school.

Click the respective links below to explore further course offerings.

Blythewood High School	Ridge View High School
Richland Northeast High School	Spring Valley High School
Westwood High School	

SCIENCE

Three units of science are required for high school graduation. College-bound students should be mindful of laboratory science credits. See Magnet Program Information for Magnet-Specific science courses.

Earth Science CP **326500CW**	**Credit:** 1 unit

This course addresses the SC College- and Career-Ready Science Standards (2021) for Earth Science. Topics include Earth's history, Earth's systems, weather & climate, human sustainability, and space systems. Emphasis is placed on using phenomena to help students make sense of Earth science concepts. This is an introductory high school science course that provides a foundation for future science courses. Students develop confidence in Science and Engineering Practices, and use Crosscutting Concepts to deepen their thinking about Earth Science.

Earth Science Honors **326500HW** SVHS	**Credit:** 1 unit
Prerequisite: recommendation based on proficiency	

This course addresses the SC College- and Career-Ready Science Standards (2021) for Earth Science. Topics include Earth's history, Earth's systems, weather & climate, human sustainability, and space systems. Emphasis is placed on using phenomena to help students make sense of Earth Science concepts. This is an introductory high school science course that provides a foundation for future science courses. Students develop confidence in Science and Engineering Practices, and use Crosscutting Concepts to deepen their thinking about Earth Science.

Biology 1 CP **322100CW**	**Credit:** 1 unit
Prerequisite: Earth Science or recommendation based on proficiency	

This course addresses the SC College- and Career-Ready Science Standards (2021) for Biology 1. Topics include Ecosystem interactions, energy, and dynamics; Molecules to organisms: structures and processes; heredity, inheritance, and variation of traits; and biological evolution, unity and diversity. Emphasis is placed on using phenomena to help students make sense of biological concepts. This is a foundational high school science course that prepares students for future science courses in high school and beyond. Students develop confidence in Science and Engineering Practices, and use Crosscutting Concepts to deepen their thinking about biology concepts. *Students will take an EOC (end-of-course) exam, which will count 20% of their final grade.*

Biology 1 Honors 322100HW	**Credit:** 1 unit
Prerequisite: Earth Science or recommendation based on proficiency	

This course addresses the SC College- and Career-Ready Science Standards (2021) for Biology 1. This accelerated biology course delves deeper into the interconnectedness of biological systems, with a particular focus on ecological connections. Students will engage in rigorous investigations and critical thinking to explore the fundamental principles of life in greater depth. Topics include energy transfer, heredity, genetic variation, and the theory of evolution. Through advanced laboratory techniques, students will develop a sophisticated understanding of biological concepts and their applications in the real world, with a strong emphasis on the interactions between organisms and their environments. The course will emphasize problem-solving, analytical skills, and the ability to communicate complex scientific ideas effectively. *Students will take an EOC (end-of-course) exam, which will count 20% of their final grade.*

Biology 2 CP 322200CW RNHS, SVHS	**Credit:** 1 unit
Prerequisite: Passing grade in Biology 1 and Chemistry 1	

This rigorous second-year course in Biology is designed for students who have a high interest in the biological sciences. Course topics vary from year to year and semester to semester, but include advanced study in such areas as genetics, cellular biology, evolution, biodiversity, and organismal anatomy and physiology. The course builds on the foundations of biology acquired in first-year biology, but is not a repeat of those topics. Students are cautioned that this course requires much self-discipline in the form of studying. Students are expected to be proficient in using the technologies available for completion of projects. Laboratory work is an integral part of the course.

Environmental Science 326100CW All except SVHS	**Credit:** 1 unit
Prerequisite: Passing grade in Biology 1	

Students in Environmental Science will study 5 major topics: environmental policy, ecology, humans and the environment, earth's resources, and sustainable practices. The aim of this course is to increase students' knowledge of the environmental challenges of today, while continuing to cultivate scientific critical thinking skills. Students will work on their laboratory skills through in-lab and outside-lab experiences. Reading and applying math concepts to environmental issues will also be used. This course meets the requirements of laboratory science.

Anatomy and Physiology CP 326300CW	**Credit:** 1 unit
Prerequisite: Passing grade in Biology 1 and Chemistry 1	

This course is the study of the structure and function of the human body and is for the student who wants a more in-depth study of human anatomy and physiology. It is suggested for students who might pursue a health related field or who have an interest in personal health. In this course, students will cover a variety of biological systems including: integumentary system, musculoskeletal system, nervous system, digestive system and much more. A variety of instructional strategies are used, but the emphasis is on project-based learning, hands-on activities, and anchoring case studies. Dissections are included.

Anatomy and Physiology Honors 326300HW SVHS	**Credit:** 1 unit
Prerequisite: Passing grade in Biology 1 Honors and Chemistry 1	

This course is the study of the structure and function of the human body and is for the student who wants a more in-depth study of human anatomy and physiology. It is suggested for students who might pursue a health related field or who have an interest in personal health. In this course, students will cover a variety of biological systems including: integumentary system, musculoskeletal system, nervous system, digestive system and much more. A variety of instructional strategies are used, but the emphasis is on project-based learning, hands-on activities, and anchoring case studies. Dissections are included. The honors level is an accelerated and in-depth version of the same concepts.

Marine Science 322500CW BHS, SVHS	**Credit:** 1 unit
Prerequisite: Passing grade in Biology 1 and Chemistry 1	

This course is a laboratory based introductory study of the marine environment. Topics include the geology, chemistry, physics, and biology of the ocean environment. Students will explore the habitats, physical and behavioral characteristics, and environment of ocean organisms. Dissections are included. This course is designed for students who want to further their interest in the marine environment and knowledge of general physical science and biology.

Forensic Science 324500CW	**Credit:** 1 unit
Prerequisite: Passing grade in Biology 1 and Chemistry 1	

Forensic Science is a hands-on multidisciplinary approach to teaching science with an emphasis on analytical chemistry and comparative analysis. It includes components of biology, physics,

mathematics, statistics, and medicine. This course is a natural medium for students to practice science as inquiry by using scientific methods of inquiry and research to help solve crimes, determine the causes of accidents, structural failures and disasters. Its objective is to teach students to become confident that they can make sense of complex problems involving numerical data, evidence, uncertainty, and logical reasoning.

Chemistry 1 CP 323100CW	**Credit:** 1 unit
Prerequisite: Passing grade in Biology 1 and completion or concurrent enrollment in Algebra 1	

This course addresses the SC College- and Career-Ready Science Standards (2021) for Chemistry. This course addresses the nature and structure of matter, the periodic system, chemical reactions, balancing equations, mathematics of chemistry, gasses, solutions and solubility, calorimetry and acid-base relationships. Emphasis is placed on problem solving.

Chemistry 1 Honors 323100HW	**Credit:** 1 unit
Prerequisite: Passing grade in Biology 1 Honors and concurrent or completion of Algebra 2	

This course addresses the SC College- and Career-Ready Science Standards (2021) for Chemistry. The honors level is rigorous and demands abstract thinking, working with symbols, and applying knowledge of problem-solving. Students will study atomic structure, elements and compounds, chemical reactions, stoichiometry, bonding, gas laws, solutions, acids and bases, organic chemistry, and equation balancing. The course contains a major laboratory component and is highly recommended for students pursuing a degree or career in science, engineering, or medicine. This course is an in-depth study of the chemical principles described in Chemistry 1 with emphasis placed on chemical calculations.

Chemistry 2 Honors 323200HW RNHS	**Credit:** 1 unit
Prerequisite: Passing grade in Chemistry 1 Honors	

This course addresses topics in more depth or not covered in Chemistry 1 Honors, including equilibrium stoichiometry, solution chemistry, bonding oxidation/reduction reactions, thermochemistry, acid/base equilibrium, nuclear chemistry, etc. Students will investigate these topics through multiple hands-on laboratory activities, written work, and discussions.

Chemistry 2 Honors/AP Chemistry **323200HW / 327300AW** BHS, RVHS (every other year), SVHS	**Credit:** 1 unit
Prerequisite: Passing grade in Chemistry 1 Hon and completion or concurrent enrollment in Algebra 2	

Designed to prepare students for the College Board AP Examination through which they may earn college credit.

These rigorous courses are designed for students who have completed Chemistry 1, plan to take chemistry courses in college, and have high math ability. Emphasis is placed on problem-solving in the areas of equilibrium stoichiometry, solution chemistry, bonding oxidation/reduction reactions, thermochemistry, etc. Students will investigate these topics through multiple hands-on laboratory activities, written work, and discussions. Students will be required to develop and maintain a collection of lab reports and other lab documents that will demonstrate the completion of laboratory activities. Chemistry 2 Honors is taken 1st semester, while AP Chemistry is taken 2nd semester. Both courses must be taken in the same school year. Note, these courses are scheduled as a year-long block.

Biology 2 Honors/AP Biology 322200HW / 327200AW	**Credit:** 1 unit
Prerequisite: Passing grade in Chemistry 1 Honors and Biology 1 Honors or Biology 1 CP with teacher recommendation. *Designed to prepare students for the College Board AP Examination through which they may earn college credit.*	

These courses are designed for students who plan to take a rigorous course load at the college level. Emphasis is placed on the following areas: the process of evolution, how biological systems utilize free energy and molecular building blocks, how living systems store and respond to information, and how biological systems interact. Students will be required to develop a lab notebook that will demonstrate the completion of suggested laboratory activities recommended by the College Board

for this course. Biology 2 Honors is taken 1st semester, while AP Biology is taken 2nd semester. Both courses must be taken in the same school year. Note, these courses are scheduled as a year-long block. The AP portion of the class may not be dropped. A complete course description from the College Board may be found at https://apstudent.collegeboard.org/apcourse/ap-biology

Physics 1 CP 324100CW	**Credit:** 1 unit
Prerequisites: Completion of Biology and Algebra 1 and Geometry (Minimum grade of C)	

This course addresses the SC College- and Career-Ready Science Standards (2021) for Physics. This course is designed for technical careers or college-bound students who need to develop critical thinking and problem-solving skills or plan to take physics for non-engineering/physics majors. There is an emphasis on problem-solving and mathematical concepts. Topics include motion, Newtonian mechanics, energy, rotational and gravitational forces, and electromagnetic forces, charge, and circuits. Students are provided with various laboratory experiences that are designed to enhance and reinforce concepts and principles in physics.

Physics Honors 328200HW	**Credit:** 1 unit
Prerequisites: Completion of Biology and Algebra 1 (Minimum grade of C and Honors suggested)	

This course addresses the SC College- and Career-Ready Science Standards (2021) for Physics. This course is designed for college-bound students who need to develop critical thinking, in-depth mathematical and problem-solving skills or plan to take physics for engineering, physics /science and medical majors. There is an emphasis on problem-solving and mathematical concepts. Topics include motion, Newtonian mechanics, energy, rotational and gravitational forces, and electromagnetic forces, charge, and circuits. Students are provided with various laboratory experiences that are designed to enhance and reinforce concepts and principles in physics.

AP Physics 1 328200AW BHS, RVHS, SVHS, WHS	**Credit:** 1 unit
Prerequisite: Completed or concurrent enrollment in Pre-Calculus Honors **Recommendation:** Passing grade in Physics Honors *Designed to prepare students for the College Board AP Examination through which they may earn college credit.*	

This course is a college-level algebra-based physics courses that will go deeper into the topics of honors physics (force, motion, energy, momentum, waves, and electricity) and then continue to add depth with the following topics: electrical charge and circuits, magnetic fields, thermodynamics, fluid

flow, physical and geometric optics, introduction to quantum and atomic physics. Topics are covered in-depth with rigorous mathematical problem-solving. A strong math background in algebra and geometry is needed, calculus knowledge is preferable. This course addresses all topics provided by the College Board for AP Physics 1.

AP Physics 2 328300AW BHS, SVHS	**Credit:** 1 unit
Prerequisite: Passing grade in AP Physics 1	

With AP Physics 1, these courses are two college-level algebra-based physics courses that will go deeper into the topics of Honors Physics (force, motion, energy, momentum, waves, and electricity) and then continue to add depth with the following topics: electrical charge and circuits, magnetic fields, thermodynamics, fluid flow, physical and geometric optics, introduction to quantum and atomic physics. Topics are covered in-depth with rigorous mathematical problem solving. A strong math background is algebra and geometry is needed, calculus knowledge preferable. Please refer to www.apcentral.collegeboard.org for more information about the AP program.

AP Environmental Science **327700AW** BHS, RNHS, RVHS, SVHS	**Credit:** 1 unit
Prerequisite: Biology 1, Chemistry 1	

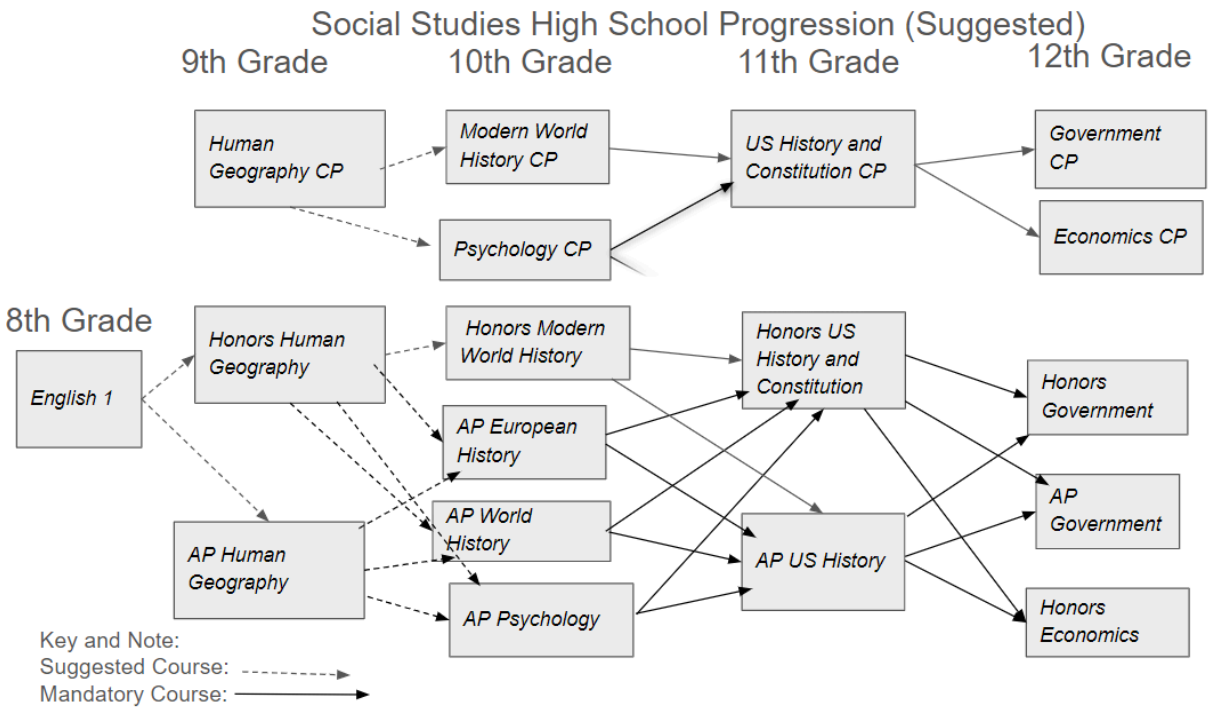
The AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science. This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. A complete course description from the College Board can be found at https://apstudent.collegeboard.org/apcourse/ap-environmental-science.

Additional Science courses are offered at each high school.

Click the respective links below to explore further course offerings.

Blythewood High School	Ridge View High School
Richland Northeast High School	Spring Valley High School
Westwood High School	

SOCIAL STUDIES



Human Geography CP 330700CW	**Credit:** 1 unit
Prerequisite: District Recommendation	

This course explores the physical and cultural characteristics of the Earth, examining how geography shapes both human activity and natural systems. It covers key topics such as regional geography, physical earth dynamics, population trends, cultural patterns, economic and urban systems, political structures, and environmental issues. Students will analyze these subjects in relation to contemporary and historical events, gaining a deeper understanding of the connections between geography and global developments.

Human Geography Honors 330700HW	**Credit:** 1 unit
Recommendation: Concurrent enrollment in English 1 Honors	

This course explores the physical and cultural characteristics of the Earth, examining how geography shapes both human activity and natural systems. It covers key topics such as regional geography, physical earth dynamics, population trends, cultural patterns, economic and urban systems, political structures, and environmental issues. Students will analyze these subjects in relation to contemporary and historical events, gaining a deeper understanding of the connections between geography and global developments. Additionally students enrolled in this class will be introduced to the writing skills for Advanced Placement Social Studies courses.

Advanced Placement Human Geography 337900AW	**Credit:** 1 unit
Prerequisite(s): Teacher recommendation or concurrent enrollment in English 1 Honors *Designed to prepare students for the College Board AP Examination through which they may earn college credit.*	

This course introduces students to the systematic study of the patterns and processes that shape human understanding, use, and alteration of the Earth's surface. It covers topics such as population, migration, cultural landscapes, political organization, agriculture, urbanization, and economic development. Students will explore how geography influences human behavior and societal structures by analyzing contemporary and historical examples, while developing critical thinking and spatial analysis skills to prepare for the AP Human Geography exam.

Modern World History CP 330600CW	**Credit:** 1 unit
Recommendation: Concurrent enrollment in English 2	

This course explores how people, ideas, and technology have shaped diverse societies throughout history. Students will study various cultures, civilizations, and nations from the Middle Ages through the Modern Era, following a chronological progression. Emphasis will be placed on key aspects such as geography, social structures, governments, religions, innovations, major figures, and significant events, offering a comprehensive understanding of their contributions and evolution over time.

Modern World History Honors 330600HW	**Credit:** 1 unit
Recommendation: Concurrent enrollment in English 2 Honors	

This course explores how people, ideas, and technology have shaped diverse societies throughout history. Students will study various cultures, civilizations, and nations from the Middle Ages through the Modern Era, following a chronological progression. Emphasis will be placed on key aspects such as geography, social structures, governments, religions, innovations, major figures, and significant events, offering a comprehensive understanding of their contributions and evolution over time. Critical writing, historical analysis and research will be included.

U.S. History CP 332000CW	**Credit:** 1 unit
Prerequisite(s): 3rd year high school student *Students will take an EOC (end-of-course) exam, which will count 20% of their final grade.*	

This course offers a comprehensive study of United States history from the pre-Columbian era to the present. Students will explore key topics such as colonization, immigration, territorial expansion, major conflicts, civil and human rights, and the nation's political, economic, social, and cultural evolution. By engaging with primary and secondary sources, students will develop critical thinking and analytical skills, with an overarching focus on fostering informed and responsible citizenship.

U.S. History Honors 332000HW	**Credit:** 1 unit
Prerequisite(s): 3rd year high school student with teacher recommendation and Honors Social Studies experience *Students will take an EOC (end-of-course) exam, which will count 20% of their final grade.*	

This Honors course provides an in-depth study of United States history from the pre-Columbian era to the present, offering a more rigorous exploration of key events and themes. Students will delve into topics such as colonization, immigration, territorial expansion, major conflicts, civil and human rights, and the nation's political, economic, social, and cultural development. Through the analysis of primary and secondary sources, students will refine their critical thinking and analytical skills at an advanced level, with a strong emphasis on developing a deeper understanding of historical complexities and promoting engaged citizenship. *It is strongly recommended that students be enrolled in English 3 Honors concurrently.*

Advanced Placement US History 337200AW	**Credit:** 1 unit
Prerequisite: World History Honors, AP European History or teacher recommendation *Students will take an EOC at the end of the course, which will count 20% of their final grade.* *Designed to prepare students for the College Board AP Examination through which they may earn college credit.*	

This AP course provides an intensive study of United States history from the pre-Columbian era to the present, offering a college-level exploration of key events, themes, and developments. Students will examine major topics such as colonization, revolution, territorial expansion, wars, civil and human rights movements, and the political, economic, social, and cultural evolution of the nation. Through the analysis of primary and secondary sources, students will develop advanced critical thinking and historical analysis skills, preparing them for the AP U.S. History exam and fostering a deeper understanding of the complexities of American history. *It is strongly recommended that students be enrolled in English 3 Honors or AP English concurrently.*

U.S. Government CP 333000CH	**Credit:** 0.5 unit
Prerequisite: U.S. History CP	

This course provides an in-depth analysis of the major components and functions of the United States government, offering a comprehensive understanding of how the system operates. Students will explore the structure, principles, and workings of government institutions while developing a greater appreciation for the nation's political framework. The course also includes an introduction to comparative government and an examination of South Carolina's state government, broadening students' perspectives on governance at both the national and local levels.

U.S. Government Honors 333000HH	**Credit:** 0.5 unit
Prerequisite: U.S. History Honors and/or teacher recommendation	

This course is a study of the formal and informal structures of government, the basic rights afforded to American citizens, the ways in which the American people engage in politics, and how individuals, groups, and institutions interact in order to create and implement public policy. The goal of the course is to provide students with the necessary tools to develop an analytical perspective on the strengths and weaknesses of the American system of government and politics. In turn, it is hoped that participation in this course will encourage students to increase their civic awareness and involvement and lay the foundation for a lifetime of active citizenship.

Advanced Placement U.S. Government & Politics 337300AW	**Credit:** 1 unit
Prerequisite: AP U.S. History or Honors U.S. History or U.S. History CP with teacher recommendation *Designed to prepare students for the College Board AP Examination through which they may earn college credit.*	

This AP course offers a rigorous examination of the United States government and political system, focusing on its foundational principles, structures, and functions. Students will analyze key topics such as the Constitution, federalism, civil liberties and rights, political institutions, public policy, and the role of citizens in a democratic society. Through critical analysis of primary and secondary sources, as well as case studies, students will enhance their understanding of the complexities of governance while preparing for the AP U.S. Government and Politics exam. The course also includes a comparative perspective on governmental systems, providing a broader context for understanding American politics.

Economics and Personal Finance CP 330800CH	**Credit:** 0.5 unit
Prerequisite: US History CP	

The primary emphasis will be on basic economic concepts and micro and macro economic theory, and consumer economics. Through class simulations, independent research, and statistical analysis of data, students will gain the knowledge/skills to enable them to make reasoned, objective judgments/decisions about contemporary issues.

Economics and Personal Finance Honors 330800HH	**Credit:** 0.5 unit
Prerequisite: U.S. History Honors	

This course is recommended for exceptionally talented college-bound students who have demonstrated a previous record of excellence in Social Studies and English. The primary emphasis will be on basic economic concepts and micro and macro economic theory, and consumer

economics. Through class simulations, independent research, and statistical analysis of data, students will gain the knowledge/skills to enable them to make reasoned, objective judgments/decisions about contemporary issues.

Sociology 334500CH	**Credit:** 0.5 unit

This course examines the dynamics of human interaction within various social groups, focusing on how individuals collaborate and coexist. Students will explore key social institutions, including family, religion, education, and government, while also addressing contemporary societal issues such as urban challenges, delinquency, crime, and the experiences of racial and ethnic minorities. Through this comprehensive study, students will gain insights into the complexities of social structures and their impact on individuals and communities.

Psychology CP 334000CH	**Credit:** 0.5 unit

This course explores the intricacies of human differences, interpersonal relationships, and the principles of personal and social adjustment. By studying psychology, students will enhance their self-awareness and gain valuable insights into the behaviors and motivations of others. This comprehensive approach to human understanding combines theoretical frameworks with practical applications, equipping students with essential skills for navigating everyday life and fostering healthy relationships.

Advanced Placement Psychology 4371100AW Not offered at BHS	**Credit:** 1 unit
Recommendation: Have experience in any Social Studies or English AP Course *Designed to prepare students for the College Board AP Examination through which they may earn college credit.*	

This AP Psychology course delves into the complexities of human behavior, exploring the intricacies of individual differences, interpersonal relationships, and the principles of personal and social adjustment. Students will enhance their self-awareness and develop valuable insights into the motivations and behaviors of others through rigorous study of psychological theories and concepts. The course combines theoretical frameworks with practical applications, equipping students with essential skills for navigating everyday life and fostering healthy relationships, while preparing them for the AP Psychology exam.

Law Education 333600CH	**Credit:** 0.5 unit

This course is designed for students to explore various aspects of today's society as it relates to the criminal justice process. The course focuses on procedures, corrections, family law, juvenile law and consumer law and will provide an overview of individual legal rights and responsibilities. It will require parallel reading, a mock trial, and oral reports.

African-American Studies 339903CH	**Credit:** 0.5 unit
Recommendation: Concurrent enrollment in English 1	

This course offers a comprehensive analysis of African American history, emphasizing the cultural, political, and economic contributions of this historically underrepresented community. Students will explore the experiences of African Americans to illuminate significant historical periods in the United States, examining the impact of their contributions on the nation's development. Through critical discussions and in-depth research, students will gain a deeper understanding of the complexities and richness of African American history and its relevance to contemporary society.

Additional Social Studies courses are offered at each high school.
Click the respective links below to explore further course offerings.

Blythewood High School	Ridge View High School
Richland Northeast High School	Spring Valley High School
Westwood High School	

WORLD LANGUAGES

Spanish 1 CP 365100CW	**Credit:** 1 unit

This is an introduction to the Spanish language. Students will learn vocabulary and grammar adequate for expressing basic needs and handling social situations, while developing their abilities to listen, speak, read, and write in the target language. The content focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Spanish 2 CP 365200CW	**Credit:** 1 unit
Prerequisite: Spanish 1	

This course is a continuation of Spanish 1. Students participate in simple conversational situations by combining and recombining learned elements of the language. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time. They compose sentences that narrate, describe, compare, and summarize familiar topics that are related to the target culture. Focus is placed on understanding the main ideas, developing a better understanding of the similarities and differences between cultures and languages, and examining the influence of the beliefs and values of the target culture(s).

Spanish 3 CP 365300CW	**Credit:** 1 unit
Prerequisite: Spanish 1 > Spanish 2 or teacher recommendation	

This course provides students additional opportunities to expand their listening, speaking, reading, and writing skills as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands, they initiate and maintain face to face communication. They identify main ideas and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements. They continue to refine their knowledge and understanding of the target language and culture and their own by examining the interrelationship of other cultures to their own.

Spanish 3 Honors 365300HW	**Credit:** 1 unit
Prerequisite: Teacher Recommendation	

This accelerated course is designed for students who have successfully completed the Spanish 2 course and demonstrated the ability to continue their study of the language at an honors level. Students will learn and practice with more sophisticated vocabulary and syntax which will lead to greater proficiency. Students will continue to study the cultural aspects of the French-speaking world. Students will refine their skills in grammar and read a variety of modern popular texts in different formats. Students will engage in a variety of activities through sequential thematic units and will complete performance-based assessments.

French 1 CP 361100CW	**Credit:** 1 unit

This is an introduction to the French language. Students will learn vocabulary and grammar adequate for expressing basic needs and handling social situations, while developing their abilities to listen, speak, read, and write in the target language. The content focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

French 2 CP 361200CW	**Credit:** 1 unit
Prerequisite: French 1	

This course is a continuation of French 1. Students participate in simple conversational situations by combining and recombining learned elements of the language. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time. They compose sentences that narrate, describe, compare, and summarize familiar topics that are related to the target culture. Focus is placed on understanding the main ideas, developing a better understanding of the similarities and differences between cultures and languages, and examining the influence of the beliefs and values of the target culture(s).

French 3 361300CW	**Credit:** 1 unit
Prerequisite: French 1 > French 2 *Not offered at Blythewood High School	

This course provides students additional opportunities to expand their listening, speaking, reading and writing skills as they access short literary texts, authentic materials and media on generally familiar topics. Students satisfy limited communication and social interaction demands, they initiate and maintain face to face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic

materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements. They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own.

French 3 Honors 361300HW	**Credit:** 1 unit
Prerequisite: Teacher Recommendation *Not offered at Richland Northeast	

This course is designed for students who have successfully completed the French 2 course and demonstrated the ability to continue their study of the language at an honors level. Students will learn and practice with more sophisticated vocabulary and syntax which will lead to greater proficiency. Students will continue to study the cultural aspects of the French-speaking world. Students will refine their skills in grammar and read a variety of modern popular texts in different formats. Students will engage in a variety of activities through sequential thematic units and will complete performance-based assessments.

Additional World Language courses are offered at each high school.

Click the respective links below to explore further course offerings.

Blythewood High School	Ridge View High School
Richland Northeast High School	Spring Valley High School
Westwood High School	

PHYSICAL EDUCATION & HEALTH

Physical Education 1 **344100CW**	**Credit:** 1 unit
Requirements: Students must wear school issued PE uniform or similar self-provided uniform & athletic shoes. No crocs, flip flops, boots, or other nonathletic shoes should be worn during class. When the PE uniform is unavailable, students must wear athletic clothing. *This is one of three options to satisfy the PE requirement for graduation.*	

This course is designed to meet the state standards for physical education and combines the Fitness for Life curriculum with team and individual sports. All students must meet the gender and age group health related physical fitness standards as published by the National Association of Sports and Physical Education. In this course, a variety of movement activities will be offered from which the student can develop skills, fitness strategies, and concepts. One credit of PE 1 or JROTC is required for graduation.

Personal Health **340200CH**	**Credit:** 0.5 credit
This is the only course that meets the health requirement for graduation.	

This course includes instruction in human growth and development, nutrition, physical-mental-emotional well being, disease prevention, as well as other topics. Students will be exposed to hands-only CPR and the appropriate use of an AED. The 2014 "Erin's Law" amendment to the Comprehensive Health Act requires grades K-12 instruction in the prevention of child sexual abuse. Helpful Resources for families: South Carolina Sexual Assault, Domentic Violence, and Child Advocacy Center Agencies. This course also includes 750 minutes of reproductive health and pregnancy prevention education (parent option to waive this portion).

Adaptive Physical Education **344500CH**	**Credit:** 0.5 credit
Requirements: Students must wear school issued PE uniform & athletic shoes. No crocs, flip flops, boots, or other nonathletic shoes should be worn during class. When the PE uniform is unavailable, students must wear athletic clothing.	

This course provides a unique opportunity for special education students with disabilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sports. Students will work to increase competence and confidence in a variety of physical education activities.

Additional Physical Education and Health courses are offered at each high school.
Click the respective links below to explore further course offerings.

Blythewood High School	Ridge View High School
Richland Northeast High School	Spring Valley High School
Westwood High School	

JUNIOR RESERVE OFFICER TRAINING CORPS, (JROTC)

The Junior Reserve Officers Training Corps (JROTC) Program prepares students for responsible leadership roles while promoting scholastic excellence and an awareness of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school and provides instruction, training, and rewarding opportunities that will benefit the JROTC cadet, the community, and ultimately, the nation. Students enrolled in JROTC classes must meet US military standards and wear a uniform at least once each week. Uniforms, which are US Government property, are issued at no charge to the student but must be returned at the end of the year. Absolutely no military obligation is incurred as a result of enrollment in the JROTC program. Various branches of the military are offered at each high school.

Additional JROTC courses are offered at each high school.
Click the respective links below to explore further course offerings.

Blythewood High School	Ridge View High School
Richland Northeast High School	Spring Valley High School
Westwood High School	

ADVANCEMENT VIA INDIVIDUAL DETERMINATION, (AVID)

AVID—Advancement Via Individual Determination—fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms. AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

Our nation's schools are full of students who possess a desire to go to college and the willingness to work hard, but many of them do not truly have the opportunity to be college-ready. These are often the students who will be the first in their families to attend college and are from groups traditionally underrepresented in higher education. AVID Secondary equips teachers and schools with what they need to help these students succeed on a path to college and career success.

To address this need, AVID has developed the AVID Elective course. For one period a day, students receive the additional academic, social, and emotional support that will help them succeed in their

school's most rigorous courses. Districts have the flexibility to decide how many AVID Elective classes to start and which grade levels will implement AVID first.

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

AVID 1 379990CW	**Credit:** 1 unit

Some students will have previous experience with AVID in the middle school grades, and some students will be experiencing AVID for the first time. Either way, the 9th grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

AVID 2 379991CW	**Credit:** 1 unit

During the 10th grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

AVID 3 379992CW	**Credit:** 1 unit

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

AVID 4 379993CW	**Credit:** 1 unit

The 12th grade AVID Elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

FINE ARTS

The Fine Arts Department offers a wide range of courses to meet the interests and talents of students at varying artistic levels. Courses are divided into performing and visual arts. The arts curricula are based on state and national standards and goals. The broad goals of all arts courses are to develop skills, knowledge, and techniques in literacy, creative expression, aesthetic valuing and perception, and historical and cultural heritage.

Art 1 350100CW	**Credit: 1** unit

Art 1 is a foundational course which provides a basic knowledge in two-dimensional art through a variety of media. The broad goals in Art 1 are to develop skills, knowledge and techniques in visual literacy, creative expression, aesthetic valuing and perception, utilizing the elements and principles of design, while incorporating references to art history and cultural heritage.

Additional fine arts courses are offered at each high school.
Click the respective links below to explore further course offerings.

Blythewood High School	Ridge View High School
Richland Northeast High School	Spring Valley High School
Westwood High School	

STUDENT GOVERNMENT

This course is designed to further build on leadership skills that can be utilized both personally and externally in the school and surrounding community. Emphasis will be placed on building school culture through developing school pride and planning and implementing school activities. The students will be given opportunities to learn new roles as leaders. This course provides the foundational training to become a successful leader. ***Please note: An application process, interviews, and/or teacher recommendation may apply.

CAREER TECHNOLOGY EDUCATION

Richland School District Two's Career and Technology Education (CTE) program equips students with the knowledge and skills needed for a wide range of careers and further educational opportunities. As a leader in preparing students to be college and career ready, CTE provides:

- **Core Academic Skills**: Practical application of academic knowledge to workplace and daily life situations.
- **Employability Skills**: Critical thinking, responsibility, and other essential skills for success in any career field.
- **Technical Skills**: Job-specific expertise tailored to various career pathways.

Please visit school specific course catalogs to access career and technology education courses offered at respective schools.

Career and Technology Education (CTE) program courses are offered at each high school.
Click the respective links below to explore further course offerings.

Blythewood High School	Ridge View High School
Richland Northeast High School	Spring Valley High School
Westwood High School	

Work Based Learning

Work-based learning (WBL) is a sequence of structured learning experiences related to students' career goals or interests created from school and business partnerships involving the application of knowledge and skills acquired in the classroom to tasks performed in a business or service-oriented work environment.

- Apprenticeship
    - Registered Apprenticeship
    - Youth Apprenticeship
- Cooperative Education (Co-op)
- Internship
- Job Shadowing (On-Site)

- Job Shadowing (Virtual)

CAREER PREP

The Career Prep Program is a district-wide alternative certification program that provides at-risk students the opportunity to earn a district credential. It is an option to any high school student who has unsuccessfully attempted the regular academic courses required after his/her second year in high school.

Career Prep consists of Job Readiness, Work Ethic, Soft Skills, and Career Readiness Certification. When students are not in Career Prep classes, they are in other elective classes. This allows students to work toward an industry certification or complete the Work Based Learning component of the program.

Throughout the program, students will be assessed for their career interests and abilities. They will be taught the English and math skills required for their identified career area as well as those skills needed to be an independent adult. The curriculum also contains Pre-GED lessons to help students transition to the Adult Ed Center for GED courses. Career Prep graduates do not have to pay for courses at the Adult Ed Center.

Following the pre-employment and job-specific training in the classroom, students take part in job shadowing and non-paid or paid internships within their career cluster to provide on-the-job work experiences. Students are also required to take part in community service projects throughout the year.

In order to graduate with a Career Prep Credential, students must master all English, Math, and Job Readiness competencies; earn a Bronze National Career Readiness Certification (pass at a level 3 or higher the Applied Math, Graphic Literacy and Workplace Documents portions of Work Keys); and be working successfully for at least 200 hours at the time of graduation with positive supervisor reviews.

SPECIAL EDUCATION (SPED)

Support Lab Programs

This course is offered to students in grades nine through twelve who meet federal guidelines for placement as a resource student and have a current Individual Education Program (IEP) on file. Students receive support from a certified special education teacher and the opportunity for one-on-one tutoring in a small classroom setting. The focus in the Academic Support Lab is teaching students study skills, organizational skills, and self-advocacy as well as remediation in ELA and math skills to enhance their progress toward independence and self-sufficiency and to ease the transition from high school to post-secondary opportunities.

Special Education Self-Contained Programs

Composed of classes in the following categories: MultiCategorical, Emotionally Disabled, and Moderate Intellectual Disabled. Students served in these programs meet federally mandated requirements and have an IEP. The focus is preparing students for life after high school.
All students receive preparation in functional academics, post-secondary education, community experiences, and daily living skills

Special Education Credential Programs

The purpose of the SC High School Credential is to provide equitable job-readiness opportunities for these students throughout the state, to ensure they have evidence of employability skills, and to honor the work they have undertaken in our public schools. The credential is not a diploma and the decision to be a part of the credential program is made at the IEP team meeting.

MULTILINGUAL LEARNER PROGRAM

The Multilingual Learner Program (MLP) is designed for students who bring a diverse cultural and linguistic identity to strengthen our classrooms and communities. These students speak multiple languages, and are working to increase their academic language skills in English.

Multilingual Learner Program Literacy, 308500CW **Multilingual Learner Program 1, 308400CW** **Multilingual Learner Program 2, 408000CW**	**Credit:** 1 unit each
Students with English Proficiency Score in the 1.0-1.9 range	

These courses give entering multilingual learners the life skills needed for school and real-world communication. Multilingual learners build language skills primarily in listening and speaking formats and are introduced to the foundations of English phonics and syntax through reading and writing. Instruction in basic reading and writing skills and assistance with computer skills are given as needed.

Multilingual Learner Program 3 408100CW	**Credit:** 1 unit
Students with English Proficiency Score in the 2.0-2.4 range	

In this course, emerging multilingual learners continue to build language skills in the four domains of language: listening, reading, writing, and speaking formats. Classes stress interdisciplinary academic vocabulary through varied topics of study. Multilingual learners study diverse literary genres and complete leveled reading assignments. In addition, multilingual learners write, revise, and edit in a variety of styles.

Multilingual Learner Program 4 408200CW	**Credit:** 1 unit
Students with English Proficiency Score in the 2.5-2.9 range	

This course is for developing multilingual learners. Multilingual learners build academic reading and writing skills while furthering their fluency in speaking and comprehension in listening. Classes stress interdisciplinary academic vocabulary through a variety of topics of study. Multilingual learners study diverse literary genres and complete leveled reading assignments. In addition, multilingual learners write, revise, and edit in a variety of styles.

Multilingual Learner Program 5, 408700CW Multilingual Learner Program 6, if needed, 408800CW	**Credit:** 1 unit each
Students with English Proficiency Score in the 3.0-3.9 range	

These courses are for developing and expanding multilingual learners. Multilingual learners build academic reading and writing skills while furthering their fluency in speaking and comprehension in listening. Classes stress interdisciplinary academic vocabulary through varied topics of study. Multilingual learners study diverse literary genres and complete leveled reading assignments. In addition, multilingual learners write, revise, and edit in a variety of styles.