

HIGH SCHOOL COURSE CATALOG

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GENERAL INFORMATION

The School District Five of Lexington and Richland Counties Course Catalog has been prepared for students, parents, teachers, and school staff. Please review this information carefully. Students will receive advisement from school counseling staff and teachers to help them make appropriate course selections after academic recommendations have been made. It is important that each student takes the selection of courses seriously for the next school year. In addition to providing required courses, each school attempts to offer elective courses that meet a variety of student interests and needs. However, student interests (requests for courses), the availability of a properly certified teacher, and budget constraints determine which elective courses will be taught.



All programs and courses offered in District Five are available to students without discrimination based on race, color, national origin, sex, religion, age, or disability. Students are encouraged to choose a course of study based on their individual goals and abilities.

Course Load

Students are expected to be in school four blocks daily. All students in grades 9, 10, and 11 are expected to be enrolled in at least seven credit bearing courses. Seniors are expected to be enrolled in at least six credit bearing courses. Students are encouraged to choose a balance of core academic and elective courses. To ensure college and career readiness, all 9th, 10th, and 11th grade students are required to enroll in all four core content areas.

Students who are considering graduating early must complete an early graduation plan with their school counselor prior to their early graduation and must receive approval by the principal. Students may graduate early when all graduation requirements are completed.

GENERAL REGISTRATION PROCEDURES

Course Registration

During registration students should:

- A. participate in individual advisement with a counselor and teacher
- B. review course offerings in the district course catalog, and sign a waiver if a student and his/her parents disagree with the school's recommended course(s)

Based upon projected class enrollment the school and school district make plans for the very best educational program possible, including decisions regarding teacher assignments, teaching positions, budget, room assignments, and services to students. Therefore, students are encouraged to choose courses carefully during the registration period.

Since the registration process is comprehensive and affords many opportunities for communication, schools have adopted procedures regarding schedule changes.

Course change requests should be submitted by June 15th.

Requests prior to June 15 will be considered according to the following conditions:

- the change is requested in writing
- the proposed change will not result in a class having over the maximum of 25 students
- the proposed change is not in conflict with the master schedule
- the proposed change will not result in any 9th, 10th, or 11th grade student, excluding a senior, having more than one study hall per semester
- the proposed change will not result in any senior having more than two study halls per semester

Requests submitted after June 15 will be accepted based on the following:

When credit has been earned after the completion of the school year: Changes will be made if summer school, credit recovery and/or VirtualSC completion warrants a change. Counselors will make schedule corrections upon receiving final grades and transcripts.

When a prerequisite course is failed: Counselors will make schedule changes once grades are finalized if a prerequisite course is failed. Students may also request a schedule change as soon as they are aware the credit will not be awarded in the prerequisite course. Seniors will have priority on such schedule changes. Changes for other students will be on a space available basis. Efforts will be made to schedule changes within the same block; however, to accommodate the new schedule, changes in more than one block may occur.

When there is a computer/clerical error: Corrections will be made as soon as the error is discovered. Efforts will be made to schedule changes within the same block; however, to accommodate the new schedule, changes in more than one block may occur.

A request for teacher change will be considered if the student has previously failed a course with a scheduled teacher and if space permits.

Course Withdrawals after June 15 will require principal approval and the following will apply:

Students may not drop a required course.

ALL COURSE WITHDRAWALS to include level changes after the start of class will adhere to the course withdrawal policy.

Requests for course level changes will be considered provided that the proposed change will not result in a class having over the maximum of 25 students and the proposed change is not in conflict with the master schedule and occurs within the 1st quarter. Seat time requirements still apply.

Second semester course changes should be submitted by December 1 to the appropriate school counselor.

The following will apply for adding courses after June 15:

A student may not enroll in a semester course after the third-class meeting of the course.

A student may not enroll in a yearlong course after the fifth-class meeting of the course.

GRADE CLASSIFICATION

Students in grades nine through 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 are as follows:

Promotion from grade nine to grade 10: a total of five units of credit, including English I and a unit of mathematics

Promotion from grade 10 to grade 11: a total of 11 units of credit, including English I and II; two units of mathematics; and one unit of science

Promotion from grade 11 to grade 12: a total of 17 units of credit, including English I, II, and III; three credits of mathematics; and two credits of science

SOUTH CAROLINA HIGH SCHOOL DIPLOMA REQUIREMENTS

A student must earn the following 24 total units:

English/Language Arts	4 units
Mathematics	4 units
Science	3 units
United States History and Constitution	1 unit
Economics	½ unit
United States Government	½ unit
Another Social Studies Elective	1 unit
Physical Education, Junior ROTC, or Band w/ PE	1 unit
Computer Science	1 unit
World Language	
OR	1 unit
Career and Technical Education	
TOTAL CORE UNITS	17 UNITS
Electives:	7 units
Includes Comprehensive Health Education Requirements.	
TOTAL UNITS	24 UNITS

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. This instruction must be given for a period of at least one year or its equivalent, either within the required course in U.S. History and Constitution or within another course.

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.

The student must pass a high school credit course in science in which an end-of-course examination is administered.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation except in the case of a bonafide change of residence. Units earned in a summer school program do not satisfy this requirement.

The student must earn the required number of prescribed units.

When a student's absences from class exceed those allowed by state regulation, the required seat make up recovery will need to be completed in order to receive a credit for the course. The student may appeal to the principal to excuse absences under the conditions specified in Policy JH and Administrative Rule JH-Student.

DISTRICT FIVE EXTENDED DIPLOMA

To be eligible to receive a School District Five Extended Studies Diploma, a student must earn 28 units and perform 10 hours of community service work each year. Students are responsible for annually verifying community service. Verification forms are available in the Counseling Office and should be submitted annually to the appropriate counselor by May 1st during the 9th, 10th, 11th grade years, and by February 1st during the senior year. Competitive colleges look for students who have gone above and beyond the minimum requirements. While an Extended Studies Diploma is a local award and does not guarantee college admission, the higher-level courses and the extent of commitment required will certainly enhance a student's profile when applying to college.

English Language Arts	4 units
Math (including Alg 1, Geometry, Alg 2)	4 units
Science (lab sciences)	4 units
U.S. History and Constitution	1 unit
Economics	½ unit
U. S. Government	½ unit
Elective Social Studies	2 units
World Language (same language)	3 units
Physical Education (PE), Band w/ (PE)or ROTC	1-unit
Computer Science	1 unit
CATE or Visual or Performing Art	1 unit
Electives	6 units

EMPLOYABILITY CERTIFICATE REQUIREMENTS

Beginning no earlier than the end of a student's eighth grade academic school year, or later if determined by the student's individualized education program (IEP) team, and updated annually thereafter, the IEP team will determine if the student's expected high school outcome will be to attain a state high school diploma, a state recognized South Carolina High School Credential, or district attendance certificate. The course of study identified in the IEP will match this determination and support the student's postsecondary goals. The South Carolina High School Credential program consists of 24 units of coursework aligned with the Profile of the South Carolina Graduate and the South Carolina College and Career Ready Standards. These courses may be personalized by content area and may include both credit bearing (Carnegie) and non- credit bearing (Credential) courses.

English Language Arts	4 units
Mathematics	4 units
Science	2 units
Social Studies	2 units
Employability Education	4 units

PE/Health	1 unit
Technology	1 unit
Electives	6 units

Additionally, a student must:

Develop a career portfolio that includes a multimedia presentation project.

Attain work readiness assessment results that demonstrate the student is ready for competitive employment.

Complete work-based learning/training that totals at least 360 hours, and may be school-based, community-based, and/or paid or unpaid employment.

Must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan.

Paid employment must pay a minimum wage or above and be in compliance with the requirements of the Federal Fair Labor Standards Act.

See Section on Content Recovery.

COMMENCEMENT EXERCISES

Only those students who pass all the units required for a diploma or certificate may participate in the commencement exercise held at the end of the school year.

GRADUATING EARLY/ EARLY GRADUATE

A senior student who is requesting to graduate mid year (at the semester) is referred to as an early graduate. A student who is requesting to graduate an academic year(s) early is referred to as graduating early.

Students wishing to graduate at a different time ahead of the planned graduation timeframe should contact the school counseling department. An early graduation request will be reviewed by the principal after the student and parent complete an application, which includes a written request detailing the reason for completing high school earlier than a four-year period. If approved, the student will be eligible to participate in commencement exercises at the end of the school year of early completion. Students are encouraged to take advantage of dual credit and other curriculum opportunities that will better prepare them for postsecondary plans.

Juniors planning to graduate at the end of the current academic year or at the end of summer school will NOT be transferred into a senior homeroom after school begins. Therefore, a junior planning to graduate early must consult with the senior class sponsor for any graduation information. Furthermore, juniors will not exempt final examinations or have early dismissal, except in hardship cases approved by the school principal.

HONOR GRADUATES

Students with an outstanding academic performance will be recognized as honor graduates with one of the following accolades:

A senior student will be considered a high school honor graduate if ranked in the top fifteen percent of the class or earns a 4.0 cumulative GPA or above as defined in the uniform grading policy. This cumulative grade point average is determined by including all grades in all subjects and is computed at the end of the 10th, 11th and 12th grades. Distinguished honor graduates will be defined as the top five percent of the senior class as determined by the cumulative GPA. The speakers for the commencement exercises (chosen from the distinguished honor graduates) will be selected by a committee of the distinguished honor graduates and teachers at each school. The student must be enrolled for a minimum of one semester immediately preceding graduation to be considered for

recognition as an honor or distinguished honor graduate.

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 to include 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.

Physical Education I, or any course that can be substituted for Physical Education I (e.g. Marching Band or ROTC), is not eligible to receive honors weighting.

ADVANCED LEARNING OPPORTUNITIES (ALO)

Advanced Placement (AP)

International Baccalaureate (IB)

Advanced International Certificate of Education Courses

The following criteria apply to the all ALO 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 (IKA-R):

Only ALO courses can be awarded a full quality point above the CP weighting. Seminar or support courses for ALOs may be weighted as honors but not as ALO courses. Quality points awarded to ALO courses cannot be changed based on participation or non-participation in an ALO standardized final examination (i.e. AP examination).

An ALO course can carry only one quality point above the CP weighting.

An ALO course that requires a minimum of 240 hours of instruction may receive one quality point of weighting per course (i.e. two weighted credits).

DUAL ENROLLMENT and DUAL CREDIT

Whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are those courses for which the student has received permission from the principal and there is an Memorandum of Agreement (MOA) in place with the institute of higher learning. Not all dual enrollment courses will have dual credit. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by

accredited institutions.

Dually enrolled course loads are not to exceed four per year. Courses must be taken during the regular school day (8:00 a.m. - 3:30 p.m.) during the academic year (August - May). Tuition and other costs are the responsibility of the individual student and parent/legal guardian. For those courses in which a credit is awarded, credit will be counted in the term the course is completed.

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

As many as two Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades 9-12 and or adult education programs. A three semester hour college course will transfer as 1.0 Carnegie unit. Only courses applicable to baccalaureate degrees, or associate degrees offered by the institution in the state which are accredited by the Commission of Colleges of the Southern Association of College and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.

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 that 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.

EXTENDED LEARNING OPPORTUNITIES

Apprenticeships allow students to work with experienced persons or mentors for three to four years while acquiring job-related training in a high school or postsecondary setting. Students gain a gradual progression of skills and wages through a structured program with recognized and portable credentials. (Additional course credit may be awarded.)

Cooperative Education allows students to combine classroom instruction with paid or non-paid work experience related to their occupational programs. (Additional course credit may be awarded.)

Mentoring allows students to attend class, work throughout the year with a professional in a chosen career, and receive ½ to 1 unit of credit. An original project describing the work experience is required.

Internships permit students to spend several days, weeks, or months at worksites related to their career choice(s).

Shadowing allows students to explore occupational choices through observing worksites.

ONLINE LEARNING OPPORTUNITIES

School District Five of Lexington and Richland Counties will utilize technology delivered courses as a part of the educational program to increase accessibility and flexibility in the delivery of instructional opportunities as per policy IJNDAA. The district currently partners with VirtualSC and Apex Learning for these opportunities. These online learning possibilities are available under circumstances where the school does not offer the course needed, there is an unavoidable scheduling conflict, the course is needed for credit recovery, or to meet graduation requirements. Students must complete and receive approval per the Online Learning Lab Contract to participate in online learning opportunities. Students should contact their school counselor for information and advisement.

VIRTUALSC

Students must have permission from the principal or the principal's designee to be enrolled in VirtualSC. The high school principal may allow three on-line courses, with VirtualSC program courses, to be included in the three courses during each school year for grades nine through 12. The district will transcribe the student's final numeric grade to the student's permanent grade and transcript. Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment. Nothing in state law requires the district to provide

either home computer equipment or Internet access to a student enrolling in this program. VirtualSC is a free state-sponsored online program serving students currently attending public, private and home schools in grades 7-12 and Adult Education Programs. Visit <http://ed.sc.gov/> for additional program specific information.

Apex

Through Apex Online Learning students have additional opportunities to supplement and enhance learning via content recovery, credit recovery, course retakes and initial credit opportunities.

GRADING POLICY

The modified South Carolina Uniform Grading Scale and the system for calculating grade point averages (GPAs) and class rank will be effective for all students being awarded high school credits. Credit bearing courses completed prior to August 15, 2016, will be awarded quality points based on the 7-point grading scale associated with the weighting of the course.

Coursework completed after August 15, 2016, will be awarded quality points based on the 10-point grading scale with the weighting associated with the course. Quality points awarded are limited to the use of the three-decimal-place conversion factors specified in the South Carolina Uniform Grading Policy grade point conversion chart. Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios are listed below.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400

83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

When a student successfully recovers the credit for a failed course with a 60 or higher, a “P” will be recorded as the letter grade. When a student fails to recover the credit for a failed course with a grade below a 60, an “NP” will be entered as the letter grade. When a student is allowed to audit a course, an “AU” will be recorded for the letter grade. The course and grade information will display on the student’s transcript.

END-OF-COURSE EXAMINATION PROGRAM (EOCEP) COURSES

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. The State of South Carolina mandates an end-of-course examination after completion of Algebra 1, Intermediate Algebra, Biology 1, English 2, U.S. History and Constitution. EOCEP examination scores count 20 percent in the calculation of the student’s final grade gateway courses as defined by the State Board of Education. Click on [South Carolina Department of Education EOCEP link](#) to obtain additional information.

GRADE POINT AVERAGES (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 and high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined.

Grade point averages will be figured uniformly in all schools using the formula below. The formula will yield each student’s GPA, which can then be ranked from highest to lowest rank in a 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.

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

The board will establish the criteria for determining honor graduates and distinguished honor graduates 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.

CONVERTING GRADES ON TRANSCRIPTS

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show the course title and the level/type of course taken. The grading scale will be printed on the report

card. When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than 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 conversion scale effective during the year the course was completed will be used. For courses completed during the 2015-16 school year and prior, the following equivalents will be used to transfer the grades into the student's record:

A = 96 B = 88 C = 80 D = 73 F = 61

For courses completed in 2016-2017 and thereafter, the following conversion will apply:

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

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the grade will be recorded as a "P" on the transcript.

If the transcript indicates that the student has earned a failing grade in any course in which there is a numerical average of 60 or above, the grade will be recorded as an "NP" on the transcript.

If the transcript shows that the student has earned a grade of "P" or "F," 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, an earned credit will be awarded, and the receiving school will enter a "P" on the transcript.

If no numerical average can be obtained from the sending institution on the "F," the receiving school will enter an "NP" on the transcript.

The district will consider a student's transcript, along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources, to validate course credits from home schools and non-accredited schools. The district can award an elective transfer credit in a content area for a course that does not match those approved by the state.

For international students, the district will attempt to gather as much 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.

The district will allow a 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. Students should not take the end-of-course examination in an audited class.

Students transferring from schools not accredited under the regulations of the appropriate board of education of a state, regional accrediting agency, or by the U.S. Department of Education, including, but not limited to home school, private school, or out-of-state non-public school students, will have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district will evaluate evidence provided by the parent/legal guardian or student before transcribing the course at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate such evidence and will make the final decision on whether to award the honors weighting.

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" (as a 50), and the "WF" 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.” For online learning courses through VirtualSC refer to the [VirtualSC process](#).

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 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 failing the course. The grade of “WF” will carry no Carnegie units but will be factored into the student’s GPA as a 50.

Students who fail an initial credit course due to absences (FA) or Withdraw Passing (WP) or Withdraw Failing (WF) can not take credit recovery because the seat time requirements have not been met per SBE Regulation 43-234.

FAILURE DUE TO ABSENCES

Students must attend 85 days of each 90 day semester to receive one-half of credit and 170 days of a school year to receive one unit of credit, per Board Policy JE. If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, the school will record an “FA” (failure due to absences) on his/her transcript. The grade of “FA” will carry no Carnegie units but will be factored into the student’s GPA as a 50. As noted in Regulation 43- 274VII (B), students with absences may make up work or demonstrate proficiency as determined by the local school district. All make-up time (seat time for content recovery) and work must be completed within 30 days from the last day of the course. The board or its designee may extend the time for a student’s completion of the requirements due to extenuating circumstances that include, but are not limited to, the student’s medical condition, family emergencies, and other student academic requirements that are considered to be a maximum load. Make-up requirements that extend beyond 30 days due to extenuating circumstances must be completed prior to the beginning of the subsequent new school year. Students who fail an initial credit course due to absences (FA) or Withdraw Passing (WP) or Withdraw Failing (WF) can not take credit recovery for the seat time requirements have not been met per SBE Regulation 43-234.

LATE ARRIVAL/EARLY DISMISSAL

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships, and/or internships.

RETAKING COURSES

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a “D,” “P,” “NP,” “WP,” “FA,” or “F” or a numerical grade no lower than 50 in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. The student’s transcript will reflect all courses taken and the grades earned. However, 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 enrolling in the next sequential course.

A student who has taken a course for a Carnegie unit prior to his/her ninth- grade year may retake that course at the same level of difficulty regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, although all

attempts for credit must remain on the transcript, only the highest grade will be used in figuring the student's GPA.

CONTENT AND CREDIT RECOVERY

Students who have been unsuccessful in mastering content or skills required to receive course credit may be offered the opportunity to participate in the district's content or credit recovery programs.

Content Recovery:

Content recovery is defined as a course-specific, skill- based learning opportunity for students who are still enrolled in a course with the original teacher of record assigned by the school and have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content. Content Recovery provides the required seat time for Failure due to Absences.

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 in a given course. The program is designed for students who are no longer enrolled in a course but has achieved sufficient mastery to benefit from a block of instruction less than the entirety of the course, which targets specific components or a subset of standards to address the student's deficiencies. There will be no increase in the GPA of a student who achieves credit for a credit recovery course. Should a student wish to modify the GPA, the full course should be repeated for credit and not seek participation in the credit recovery program. Students who are taking credit recovery for courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262 before they can receive credit for the course. Students will not take the end- of-course assessment a second time.

Students who fail an initial credit course due to absences (FA) or Withdraw Passing (WP) or Withdraw Failing (WF) can not take credit recovery for the seat time requirements have not been met per SBE Regulation 43-234.

Student Athletes:

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through content and credit recovery programs. Participation in these programs are likely to affect a student's eligibility for NCAA play (i.e., VirtualSC credit recovery courses are not approved by the NCAA). Consult the school's athletic director for more information.

INTERSCHOLASTIC ACTIVITIES

Interscholastic Competitive (Co-Curricular) activities are school- sponsored activities that result in the presentation of a rating, trophy, or award. Visual and performing arts students participating in graded experiences outside of class are not included.

A student must not have received a highschool diplomaTo participate in Interscholastic Activities. If a student turns 19 years of age before July 1 of the upcoming school year the student is not eligible.

Specific requirements for academic eligibility are as in accordance with the SCHSL (South Carolina High School League). Please direct questions and inquiries to the school Athletic Director at the high school.

THE NCAA AND NCAA ELIGIBILITY CENTER

The National Collegiate Athletic Association (NCAA) serves as the athletics governing body for more than 1200 colleges, universities, conferences, and organizations. The NCAA Eligibility Center certifies the academic and amateur credentials for all college-bound student athletes who wish to compete in NCAA Division I, II, or III

athletics.

Creating an account is the first step to becoming an NCAA student-athlete. Visit [the eligibility center](#) to register. Students are responsible for ensuring NCAA eligibility. Consult the school's athletic director for more information.

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through content and credit recovery programs. Participation in these programs are likely to affect a student's eligibility for NCAA play (i.e., VirtualSC credit recovery courses are not approved by the NCAA).

Test Scores

Division I has a sliding scale for test score and grade-point average. Division II has no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science. All SAT and ACT scores must be reported directly to the NCAA [eligibility center](#) by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade Point Average

Only core courses are used in the calculation of the grade point average. Be sure to look at your high school's list of NCAA approved core courses on the [eligibility center](#) website to make certain that courses being taken have been approved as core courses.

Core Courses Division I NCAA

Division I requires 16 core courses:

Four years of English

Three years of mathematics (Algebra I or higher)

Two years of natural/physical science (1 year of lab if offered by high school)

One year of additional English, mathematics or natural/physical science

Two years of social science

Four years of additional courses (from any area above, world language, or comparative religion/philosophy)

In order to be eligible to compete during the initial year of full-time enrollment, students must complete 16 core courses. Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school and at least seven of these 10 core courses must be in English, math, or science. Grades achieved in such courses must be used in the student's academic certification and cannot be replaced by courses or grades achieved after starting the seventh semester. *Note: students must also meet the Division I sliding-scale index for competition (minimum 2.300 core-course PA).

Core Courses Division II NCAA

Division II requires 16 core courses:

Three years of English

Two years of mathematics (Algebra I or higher)

Two years of natural/physical science (1 year of lab is offered by high school)

Three years of additional English, mathematics or natural/ physical science

Two years of social science

Four years of additional courses (from any area above, world language or comparative religion/philosophy)

Note Regarding Courses Taken Before High School:

If a student takes a high school class before the ninth grade, the class may count toward the 16 core courses if it appears on the high school's list of NCAA approved courses and is shown on the high school transcript with grade and credit.

Other Important Information

Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through [the eligibility center](#) website. Students need to request final amateurism certification prior to enrollment. For more information regarding the rules, go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." NCAA considers proficiency-based courses such as courses taught through the Internet, distance learning, and credit recovery to be non-traditional and may not accept all credit acquired in this manner. To determine what types of non-traditional courses can be used to satisfy NCAA core-course requirements, refer to their website and click on "High School Administrator", "Resources", and "Common Core Course Questions". If you have questions, call the NCAA Eligibility Center at 877- 262-1492.

THE NAIA AND NAIA ELIGIBILITY CENTER

The NAIA is a community of nearly 300-member colleges and universities, 60,000 student-athletes and an environment that focuses on athletic participation as one part of the total education process. The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time student athletes. Contact the Athletic Director or school counselor at your school to have questions answered regarding NAIA eligibility. Information pertaining to the NAIA, can be found at [NAIA eligibility center](#). Students are responsible for ensuring NAIA eligibility.

COLLEGE AND CAREER READINESS TESTING

The Preliminary Scholastic Aptitude Test (PSAT) and Preliminary Scholastic Aptitude for National Merit Scholarship Qualifying Test (PSAT/ NMSQT) will better prepare students for the SAT. They test the same skills and knowledge as the SAT at the appropriate grade level administered and scores can be a predictor of SAT performance. PSAT/NMSQT scores taken the junior year are utilized to identify eligible students for the National Merit Scholarship Program awards, early college admissions, Governor School qualification, and Junior Scholar and Fellow awards. The PSAT scores also provide AP potential scores that will show the AP courses that a student should consider.

The Scholastic Aptitude Test (SAT) is designed to make sure it's highly relevant to students' future success. The SAT test is focused on the skills and knowledge at the heart of education. It measures what students learn in high school and what they need to succeed in college. The SAT encompasses evidence-based reading and writing, math and an essay. There is no penalty for guessing on the SAT. Students will earn points for the questions that are answered correctly but will not have points subtracted if they choose the wrong answer. For additional information on PSAT and SAT, visit your School Counseling office or [College Board](#) website.

The American College Test (ACT) is a leading US college admissions test, measuring what students learn in high school to determine their academic readiness for college. The test consists of four sections composed of English, mathematics, reading, and science. The ACT has a writing section that is optional. Students are encouraged to check with prospective colleges prior to making the decision to opt out of taking the essay. The ACT gives a composite and STEM College Readiness benchmark. The ACT scores are accepted by all state-supported colleges and universities for admission, as well as for LIFE scholarship qualification. For additional information on ACT, visit

your School Counseling office or [ACT](#) website.

All public high schools and where necessary, career centers, must offer one or more assessments of college and career readiness to all eleventh- grade students. Eleventh-grade students are defined as students in the third year of high school after their initial enrollment in the ninth grade. This determination is made based on the 9GR field in PowerSchool. Each high school will provide more information during the school year about the assessments to be used, the dates the assessments will be administered, and reporting of the results to colleges and other institutions. Parents or students should contact their schools if they have questions.

Students in eleventh grade in the State of SC are required to take a career readiness assessment. This assessment is to measure two specific sets of skills and knowledge. The assessment will provide information about the students' abilities in reading, mathematics, and research, leading to a work-ready credential. The assessment will also provide information about entry-level work tasks and behaviors, including cooperation with others, conflict resolution and negotiation, problem-solving and decision- making, critical observation, and taking responsibility for learning.

MINIMUM REQUIREMENTS FOR SC PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

The Commission on Higher Education (CHE) established the minimum course requirements for students who plan to attend a public college in South Carolina. CHE recommends students include these courses as a part of their high school course selection along with other elective classes. Some colleges require courses in addition to those listed below (see college catalogs for admission requirements). For more information please visit the [CHE website](#).

English (Four units): Completion of College Preparatory English 1, 2, 3 and 4 will meet this criterion.

Mathematics (Four units): These include Algebra 1, Algebra 2 and Geometry. Foundations Algebra and Intermediate Algebra may count together as a substitute for Algebra 1 if a student also successfully completes Algebra 2. No other courses may be substituted for the three required mathematics courses (Algebra I, Algebra II, and Geometry). In addition, students must also successfully complete a fourth higher-level mathematics course. Students may select from the following higher-level mathematics courses: Algebra 3, Pre- calculus, Calculus, Statistics, Discrete Mathematics, and Computer Science (Computer Science should involve significant programming content, not simply be keyboarding or using applications.), IB Mathematics Courses, AP Mathematics Courses and AP Computer Science.

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

Social Science (Three units): One unit of United States History is required; a half unit of Economics and a half unit in Government and one additional Social Studies elective are required for high school graduation.

World Language (Two Units of the same World Language): Most colleges require three units. Refer to the admission requirements of the college or university of your choice for the number of world language units needed.

Physical Education or ROTC: One unit of Physical Education or JROTC

Fine Arts: One unit of Visual and/or Performing Arts

Electives (two units): Two units must be taken as electives. A college preparatory course in Computer Science (i.e. one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. School Counselors can advise regarding selection of approved courses for this credit.

Other acceptable electives include college preparatory courses in English; fine arts; world languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which Biology, Chemistry, Physics, or Earth Science is a prerequisite).

MINIMUM REQUIREMENTS FOR ADMISSION TO SOUTH CAROLINA TECHNICAL COLLEGES

- Applicants must possess a high school diploma or its equivalent or must be 18 years old to be considered for admission into curriculum programs and courses offered by the college.
- Technical Colleges use placement examinations to help students identify what level of courses will best fit into their educational plans. Testing is available on a walk-in basis at all technical colleges.
- Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. The high school's master schedule will not be altered to accommodate the student seeking concurrent enrollment. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian. As many as two Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades 9-12 and/or adult education programs. A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses applicable to baccalaureate degrees, or to associate in arts or associate in science degrees, offered by institutions in the state which are accredited by the Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.
- Additional information is available online at <http://www.sctechsystem.com/>.

Parents and students should contact the admissions office of the college or university the student wishes to attend concerning course requirements for admissions

GENERAL ELIGIBILITY CRITERIA FOR SCHOLARSHIPS & GRANTS

South Carolina provides direct support to students pursuing higher education through a number of need-based and merit-based scholarships and grants, however you must prove residency in the state of South Carolina to apply for state-funded financial aid.

To be eligible for South Carolina Scholarships and Grants students:

Must be a South Carolina resident (For specific information on residency requirements, visit [SC Residency Information](#) page).

Must be a U.S. citizen or legal permanent resident,

Must be enrolled as a degree-seeking student at an eligible South Carolina public or independent institution,

Must not owe a refund or repayment on any State or Federal financial aid and not be in default on a Federal student loan, and

Must not have been convicted of any felonies and not have been convicted of any second or subsequent alcohol/drug-related misdemeanor offenses within the past academic year.

NOTE: All eligibility requirements are based on information available at the time of publishing. If State requirements are revised, changes will be made on the online version of this course catalog.

Palmetto Fellows	Qualifying Criteria <ul style="list-style-type: none"> 3.5 SC UGP GPA, and 1200 SAT or 25 ACT, and Top 6% rank in Grade 10, 11, or 12 <p>If class rank criteria not met...</p> <ul style="list-style-type: none"> 4.0 SC UGP GPA, and 1400 SAT or 31 ACT 	Continued Eligibility Criteria <ul style="list-style-type: none"> 3.0 institutional GPA, and Earn 30 credit hours per academic year* <p>*cannot include hours earned from AP, IB, CLEP, or dual enrollment.</p> <p>Can be received for a maximum of 8 terms.</p> <p>Award amount: 1st year: \$6,700; years 2, 3, and 4: \$7,500</p>
Qualifying Criteria <p>Attending a 2-Year Institution?</p> <ul style="list-style-type: none"> 3.0 SC UGP GPA <p>Attending a 4-Year Institution?</p> <p>Meet 2 of following 3:</p> <ul style="list-style-type: none"> 3.0 SC UGP GPA 1100 SAT or 22 ACT Rank in top 30% of graduating class 	Continued Eligibility Criteria <ul style="list-style-type: none"> 3.0 LIFE GPA, and Earn an average of 30 credit hours per academic year* <p>*includes hours earned from AP, IB, CLEP, or dual enrollment.</p> <p>Can be received for a maximum of 8 terms.</p> <p>Award amount: \$5,000.</p>	LIFE
SC HOPE	Qualifying Criteria <p>4-Year Institutions Only</p> <ul style="list-style-type: none"> 3.0 SC UGP GPA <p>Award amount: \$2,800 for 1st year only</p>	Continued Eligibility Criteria <ul style="list-style-type: none"> 3.0 LIFE GPA, and Earn an average 30 credit hours by end of first academic year* <p>*can include hours earned from AP, IB, CLEP, or dual enrollment.</p> <p>If SC HOPE recipients have satisfied these criteria at the end of their first academic year, they can be enrolled in the LIFE Scholarship program.</p>
Qualifying Criteria <p>Determined "in need" by completing the FAFSA.</p>	Continued Eligibility Criteria <ul style="list-style-type: none"> 2.0 GPA, Earn 24 credit hours, and Complete the FAFSA annually, so "in need" status can be confirmed. <p>Award amount: \$3,500 for Full-time students and \$1,750 for Part-time students.</p>	SC Need-Based Grant
Lottery Tuition Assistance	Qualifying Criteria <p>2-Year Institutions Only</p> <ul style="list-style-type: none"> Complete FAFSA or FAFSA waiver, Enroll in at least six credit hours 	Continued Eligibility Criteria <ul style="list-style-type: none"> Maintain satisfactory academic progress; After attempting 24 hours, earn a minimum 2.0 GPA; and Complete the FAFSA annually <p>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.</p>

SC Commission on Higher Education. "Scholarships & Grants at a Glance". November 8, 2022.

<https://www.che.sc.gov/students-families-and-military/scholarships-and-grants-sc-residents>

CURRICULUM FRAMEWORK

Curriculum Frameworks organize both core courses and elective courses into schools of study in order to help students select clusters of study and majors as required by the Education and Economic Development Act of 2005 (EEDA). Rigorous academic courses required for high school graduation as well as relevant career-related courses and extended learning opportunities will prepare students to be college and career ready.

School District Five Curriculum Frameworks include Schools of Study, Clusters of Study, and Majors.

District Five offers four schools of study:

- School of Fine Arts and Humanities
- School of Business Management and Information Systems
- School of Engineering, Manufacturing and Industrial Technology
- School of Health Science and Human and Public Services

The purpose of choosing a Career Cluster in the 8th grade and a Career Major in the 9th or 10th grade for the Individual Graduation Plan (IGP) is to promote students' awareness and exploration of career opportunities related to the various career clusters and majors and to focus elective credits. The process of selecting a cluster and major is required for 8th and 9th grade students in South Carolina, as outlined in the EEDA. Students who complete the credit requirements for their major will be recognized at graduation.

Each of the high schools in District Five attempts to offer elective courses which will meet a variety of student interests and needs. However; course requests, the availability of properly certified teachers, and budget constraints determine which electives will be taught. Completion of the IGP and course request do not guarantee course availability.