High School Guide to Student Success

2020-2021

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School-Parent Agreement

One of the most important aspects of a child's success in school is the partnership between the school and home. We commit to make this partnership a vital piece of our plan to help your child succeed.

At York Prep, We will…

- Focus on each child's individual growth towards achieving the ends
- Provide you a clear path of the skills and knowledge they will acquire each year
- Monitor your child's ongoing progress and adjust instruction and support as needed
- Keep you informed of your child's progress and involve you when we are concerned
- Use the opportunities created by concerns, disagreements, and misunderstandings to strengthen relationships
- Seek to improve ourselves as professionals on an ongoing basis
- Provide for the essential basics of safety, nutrition, and a nurturing environment
- Respond to your requests for help in a timely manner

Parents of Successful Students partner with us by…

- Focusing on growth and understanding as preparation for high school
- Staying informed and seeking help early if you or your child has a need
- Using opportunities created by concerns, disagreements, and misunderstandings to strengthen relationships
- Discussing what your child is reading and learning with them whenever you can
- Getting our help in maximizing your home environment for the support of lifelong learning
- Ensuring the daily on-time attendance of your child
- Getting involved in the school community and volunteering when able

Patriot DNA

Our goal at YPA is for every student to be able to attend the college of his or her choice upon graduation. To assist students in developing the knowledge, skills, character, and determination necessary to excel in their chosen post-secondary pursuits and in life, we work to foster the 6 C's of the Patriot DNA in all of our students: Critical Thinking, Character, Creativity, Communication, Collaboration, and Choices.

Student Accountability

A major factor in student success is Accountability. At York Prep, we strive to support students as they build this important skill and provide the following opportunities for growth:

- Schoology serves as the main avenue for students to keep track of course material, assignments, assessments, and grades. Parents can also support students in these efforts through their own Schoology Parent account.
- Student Success meetings can be called by students, parents, or school staff when concerns arise over a student's personal or academic performance. As a team, we will support the student in creating an action plan for student growth and support.

- All students are assigned a School Counselor, with whom they will meet yearly to create and review their Individual Graduation Plan. The School Counselors are also available to support students with other academic and personal needs.
- Starting in the 2020/2021 school year, students will be able to track their attendance in Schoology, along with grades and assignments. This new feature will allow students to manage their attendance and take ownership of attendance recovery, when necessary.

Attendance Policy

Daily attendance and active participation in each class is a critical part of the learning process. It is a key way that the parents of successful students partner with us. Policies and procedures established at York Preparatory Academy are designed to be aligned with South Carolina requirements, emphasize the focus on attendance, and increase the odds for student success.

S.C. State Board Regulation 43-274 requires schools "to adopt policies to define and list lawful and unlawful absences."

York Preparatory Academy will consider students **lawfully** absent under the following circumstances.

- They are ill and their attendance in school would endanger their health or the health of others.
- There is a death or serious illness in their immediate family.
- There is a recognized religious holiday of their faith.
- Pre-arranged absences for other reasons or extreme hardships at the discretion of the principal.

The school will consider students **unlawfully** absent if they are absent from school for any reason not meeting one of the conditions above.

Following any absence from school, the student must present the receptionist in their building with a written excuse, signed by their parent/legal guardian, or the medical professional who treated the child. These excuses must be presented no later than the student's 3rd day back at school and must contain student's full name, specific dates and class periods of absence, reason for the absence, and the signature of the parent/guardian or doctor, along with daytime telephone numbers for home or work. If students fail to bring a valid excuse to school within the 3 day period of returning, they will automatically receive an unexcused absence. If a student brings a false (or forged) excuse, the teacher will refer the student to the school administration for appropriate action.

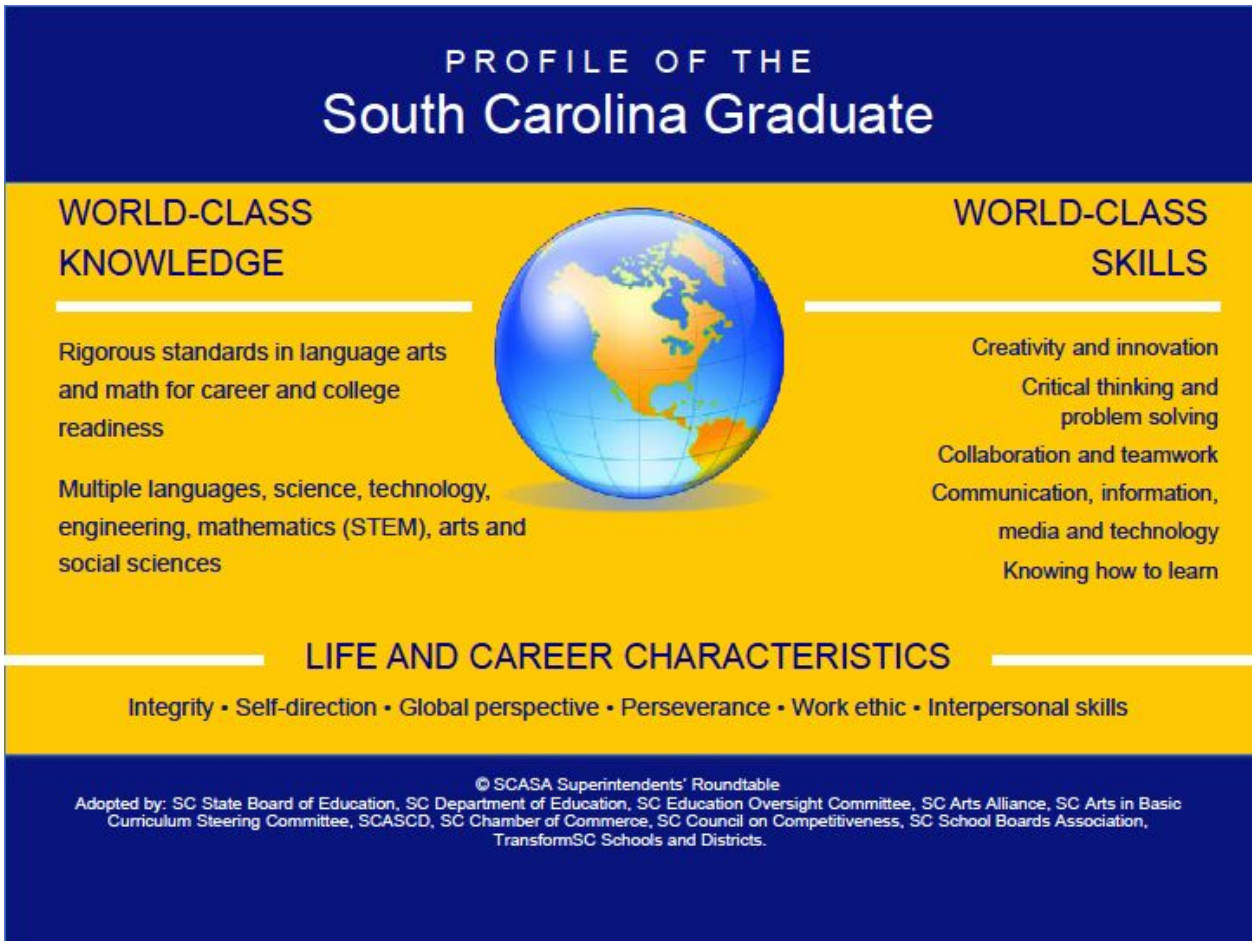
The school will accept a parent-written note for 5 days of absences meeting the conditions described as lawful above. Following those 5 days, doctor's signed excuses are required.

It is the student's responsibility to request all make-up assignments from teachers no later than the day the student returns to class following an absence. Work should be submitted and tests made up no later than one week after the absence.

Additionally, students may take up to two days each year for educational purposes, such as job shadowing or college visits. Students should work with their School Counselor prior to the absence to receive information on how to confirm the absence as excused.

Academic Planning and Information

Profile of a SC Graduate



Course Registration Process

- It is strongly recommended that all students take eight units each year. Freshmen and sophomores are required to take 8 units. Juniors who are not taking any Dual Enrollment courses are also required to take 8 units unless they receive prior approval for late arrival or early release.

- Seniors enrolled in on-campus courses are required to follow attendance guidelines, including arriving to class on time. Seniors are required to leave campus during any open block, unless arrangements have been made with the School Counselor.
- All students must earn one unit of Physical Education/Health.
- Students enrolled in a Virtual Class will be assigned a designated on-campus location during the open block in their schedule.
- 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 class.
- Students transferring from other schools receive credit for previously acquired coursework whenever comparable.
- Students who become ineligible for courses due to failures must check their schedules when school starts to make sure that appropriate changes have been made. They should see their school counselor if there are any problems.
- Students are encouraged to register for the level(s) of instruction recommended by the teachers in the core instructional areas (English, math, science, social studies and foreign language). If a student chooses to make selections that are different from teachers' recommendations, the parent(s) must sign the Course Waiver for the referred level and course.
- Students are reminded that once school begins, a change in level (Example: honors math to a college prep. 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.
- The School Counselor will assign classes for students who fail to complete the course registration process.
- Carnegie unit courses taken prior to the 9th grade should be retaken in the 9th grade if the student earned a numeric grade lower than an 80. Students earning below an 80 may request a waiver if extenuating circumstances apply. Unless retaken in 9th grade, the grade earned in middle school will be calculated in the student's overall grade point ratio and remains on the student's transcript throughout high school.

Course Selection Guide

York Preparatory Academy Course Selection Guide	Last Name	First Name
	Address	City/State/Zip
	Parent/Guardian	Home Phone/Cell Phone
	Email Address	

English	Math	Science	Social Studies	Related Arts
9th Grade				
Did student take English 1 in 8th Grade? ❑Yes, English 2 Honors ❑No, English 1 ❑English 2	Did student take Algebra 1 in 8th Grade? ❑Yes, Geometry Honors ❑No, Algebra 1 ❑Geometry Honors	❑Biology Honors ❑Biology	❑AP Human Geography ✓World History ❑Honors	✓PE ✓Workplace Communications* Select One: ❑Art 1 ❑Theatre 1 ❑Band 9 ❑Marching Band
10th Grade				
Did student take English 2 in 9th Grade? ❑Yes, English 3 ❑Honors ❑No, English 2 ❑English 3	Did student take Geometry in 9th Grade? ❑Yes, Algebra 2 Honors ❑No, Geometry	❑Chemistry Honors ❑Physical Science and Chemistry ❑Earth Science	❑AP US History ❑US History ❑ Honors	✓Spanish 1 ✓Spanish 2 ✓Fundamentals of Computing OR ❑AP Computer Science Principles ⇗ Band
11th Grade				
Did student take English 3 in 10th Grade? ❑Yes ❑English 4 ❑English 4 Honors ❑AP Language ❑AP Literature ❑Dual Enrollment ❑No, English 3 ❑English 4	Did student take Algebra 2 in 10th Grade? ❑Yes ❑Pre-Calculus Honors ❑Prob/Stats ❑Algebra 3 ❑Dual Enrollment ❑No, Algebra 2	❑Physics ❑Honors ❑Anatomy/Physiology ❑Environmental Science ❑AP Biology ❑Dual Enrollment	❑AP Psychology ✓Government/Econ ❑Honors ❑Dual Enrollment	❑AP Computer Science Principles ❑ACT Prep ❑Advanced Courses (see below) ❑Dual Enrollment
12th Grade				
❑AP Language ❑AP Literature ❑Dual Enrollment	❑AP Calculus ❑Pre-Calculus Honors ❑Prob/Stats ❑Algebra 3 ❑Dual Enrollment	❑AP Biology ❑Physics ❑Honors ❑Anatomy/Physiology ❑Environmental Science ❑Dual Enrollment	❑AP Psychology ❑Dual Enrollment	❑AP Computer Science Principles ❑Advanced Courses (see below) ❑Dual Enrollment

Advanced Courses (can be taken in different years):	
❑Teacher Cadet (11th or 12th grade) ❑Yearbook Production ❑Spanish 3 ❑Writing/Reading Topics Course ❑AP Seminar (11th Grade) ❑AP Research (12th Grade) ❑Psychology CP	❑Entrepreneurship ❑Business and Personal Finance ❑Advanced Art (can be taken more than once) ❑Advanced Theatre (can be taken more than once) ❑Advanced Band (can be taken more than once) ❑Law Education

*Students taking AP Human Geography are not required to take Workplace Communications

**Requests for Honors and AP level classes will be honored depending on student data and/or teacher recommendations

Schedule Change Process

Students are encouraged to choose courses carefully during the course registration period. Students receive verification form of their requests following the completion of the registration process. The verification form allows students to review their requests and make any appropriate changes prior to a deadline. Once the master schedule is defined, if there are conflicts with the courses students selected or if courses are dropped due to small numbers, students should submit a request for course change complete with parent signature to the School Guidance Counselor. Level changes can only be honored if there is space in the new class.

A student may not add, drop or change a course after the first five days of each new semester. Students who drop a course after the 5th day will receive WF, which calculates as an F in the overall GPA. Administrative approval is required for all requests to add or drop after the deadline. Only exceptional cases will be considered.

No preference changes are made after the school's schedule change deadline. Schools announce this deadline during registration. Changes are made if final grades, credit recovery and/or virtual course completion necessitates the change. Level change requests are considered only when initiated by the teacher.

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. All contact information in the school database must be accurate and up to date. Parents should notify the school of any change.

After the registration process is complete, students must submit a Schedule Change Request Form to the Front Office.

York Preparatory Academy's High School
Schedule Change Request Form

Student Name: _____ **Grade:** _____

Please complete and return this form to your school counselor if you have a change request that fits within the York Preparatory Academy's schedule change policy. No changes will be allowed unless they are deemed necessary by the school. Please be aware that some changes may not be possible. **Note: WE WILL NOT MAKE TEACHER CHANGES.**

Summer & Virtual School Credits: Schedules will automatically be adjusted once we receive proof of the credit in our School Counselor's office. You do not need to fill out a schedule change request form for summer or virtual credits.

Necessary changes fall into the following categories:
(Please check those that apply to your request and provide an explanation.)

_____ 1. I have no schedule.

_____ 2. I have an incomplete schedule. Explain:

_____ 3. I don't have a course that I need for graduation. Explain:

_____ 4. I don't have the prerequisite for a course on my schedule. Explain:

_____ 5. I have already passed and received credit for a course on my schedule. Explain:

_____ 6. I would like to move to a different level of this course. Explain:

_____ 7. I am a junior or senior requesting dual enrollment. *Must supply copy of enrollment at York Technical College, Winthrop University, or USC Lancaster Courses.* Explain:

For the reason checked above, I am requesting the following schedule change:

DROP: _____ **ADD:** _____

DROP: _____ **ADD:** _____

_____ _____ _____
STUDENT SIGNATURE PARENT SIGNATURE DATE

Office Use: ____ Approved ____ Denied Signature: _____ Date: _____

Retaking a Course

According to the S.C. Uniform Grading Policy (2007) http://ed.sc.gov/agency/programs-services/131/, students are allowed to retake the same course at the same difficulty level under the following conditions:

- Only courses in which a grade of a D or F is earned may be retaken.
- The course in which a grade of a D or F is earned may only be retaken during the current academic year or no later than the next academic school year.
- The student's record will reflect all courses taken and grades earned. Students who repeat a course in which a D was earned will only receive credit for the repeated course grade.
- Students taking courses for a Carnegie unit prior to their 9th grade year may retake any such course during their 9th grade year. In this case, only the 9th grade retake grade is used in figuring the student's Grade Point Average (GPA) and only the 9th grade attempt is shown on the transcript. This rule applies whether the grade earned is higher or lower than the pre-ninth grade attempt.

Students who fail a course may not have to retake the entire course again to earn credit. Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. 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 of 45 or higher in the initial course or higher 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.

Please note that the South Carolina High School League only allows for 2 courses to be recovered per year for eligibility purposes. Credit recovery courses must be taken in the next available grading period or summer after the initial course was failed. The school administrator reserves the right to waive this time limit when warranted. Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints. Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be sought prior to enrollment.

Promotion and Retention

Class (Grade)	Credits	Minimum Credits Completed as Freshman
Sophomore (10)	6 Credits	1 English
		1 Math

		1 Science and/or 1 Social Studies
		3 electives
Class (Grade)	**Credits**	**Minimum Credits Completed as Sophomore**
Junior (11)	12 Credits	2 English
		2 Math
		1 Science
		1 Social Studies
		6 electives
Class (Grade)	**Credits**	**Minimum Credits Completed as Junior**
Senior (12)	18 Credits	3 English
		3 Math
		2 Science
		2 Social Studies
		8 electives

SC Assessments

Four High School Courses have a State-Mandated End-of-Course Exam which counts for 20% of the student's final grade. Those courses are

- English 2
- Algebra 1 or Intermediate Algebra: Functions & Modeling
- Biology 1
- U.S. History and the Constitution or AP U.S. History

Final Exam Exemption Policy

Junior and senior students are eligible for exemption from final exams in any course, where an End-of-Course exam is not required by the state, based on the criteria below:

- Course average of ninety (90)
- No more than five (5) unexcused absences and three (3) unexcused tardies
- No discipline referral in the class of exemption

At the teacher's discretion, students may be required to take a final exam if the exam is performance or project-based or necessary for the content. Students are also not eligible to exempt AP exams.

Graduation Requirements

Course	Units
English	4
Mathematics	4
US History	1
Social Studies Elective	1
Government	0.5

Economics	0.5
Science (Lab)	3
Physical Education	0.5
Health	0.5
Computer Science	1
Foreign Language or CATE	1
Electives	7
Total	24

Diplomas, Certificates, and Accolades

Students are eligible for 2 types of State credentials (certificate, SC diploma) and one local endorsement (Gold Seal) upon completion of their course of study at YPA:

- Certificate - Completion of all requirements of an IEP or 24 or more State prescribed Carnegie units
- SC Diploma - A minimum of 24 Carnegie units as prescribed by the state of South Carolina. Students must meet all Carnegie unit requirements to participate in graduation.

Valedictorian/Salutatorian

- The valedictorian will be recognized based on having the highest cumulative GPA as it appears on the official high school transcript, calculated using the state uniform grading policy prescribed by state law.
- The salutatorian will be recognized based on having the second highest cumulative GPA as it appears on the high school transcript, calculated using the state uniform grading policy prescribed by state law.
- Students electing to graduate early will not be eligible to serve as valedictorian or salutatorian of the graduating class. Early graduates eligible for 12th grade status will be calculated into the senior class rank.
- A student must complete the last year of his/her high school credits at YPA in order to be eligible for either valedictorian or salutatorian honors. (Must be enrolled as a full-time student on the 1st day of the senior year – this can include dual enrollment courses)
- Only valedictorians and salutatorians will make graduation speeches.

Junior Marshals

Junior Marshals are the ten (10) students having the highest academic averages at the end of the 5th semester. Students must have attended YPA for at least the first semester of their junior year to be eligible for selection.

SC Uniform Grading Scale

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
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
WF	F	0.000	0.000	0.000
WP	-	0.000	0.000	0.000

College and Career Ready

Individual Graduation Plan

South Carolina high school students face many challenges including higher graduation standards, increasing college entrance requirements and growing workforce demands. For students to be successful, high schools must provide a curriculum that is challenging and relevant. They must also offer a sequence of courses to assist students in becoming passionate, lifelong learners. A framework of curriculum planning aids students and their parents in this process. An effective curriculum framework must have high standards and expectations for all students, a rigorous curriculum that prepares them for post-secondary education and engaging instructional strategies designed to help students learn important concepts and ideas in depth. Working with their parents, counselors and teachers, students develop plans 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. The framework design allows for an integrated, multi-dimensional approach to planning that helps students become successful learners for high school and beyond. The framework provides a structure for planning and communicating high expectations.

The purpose of the Individual Graduation Plan (IGP) is to assist the students and their families in exploring educational and professional possibilities, and in making appropriate secondary and post-secondary decisions. The IGP is part of the career planner. It builds on the coursework, assessments and counseling in middle and high school. The IGP is not intended to reflect all aspects of the high school experience.

Students planning to attend a four-year college should begin considering these factors as early as eighth grade and plan their high school program accordingly.

- Select coursework that meets college entrance requirements.
- Choose courses at the instructional level that helps you reach your potential and prepare for college/career goals. Colleges pay close attention to the strength of the student's high school schedule. Therefore, take the most difficult courses in which you can be successful.
- Determine the required courses for your intended college major.
- Remember that grade point average, class rank and SAT or ACT scores are all used to determine college acceptance. Entrance requirements vary among colleges. Therefore, read college catalogs and talk with college admissions counselors concerning specific requirements and scores for the college(s) in which you are interested.
- Be aware that extracurricular and leadership activities and/or work experience may also influence your admission.

When starting the college selection process, students should…

- Evaluate your strengths and abilities. Examine your choice of lifestyle. Utilize information about colleges/careers in the guidance office and library.
- Take the PSAT your sophomore year and take the PSAT again in your junior year. The test will place you on a mailing list for college information. The PSAT in the junior year also serves as the National Merit Scholarship qualifying test.
- Take the SAT or ACT in the spring of your junior year.
- Draw up a list of schools to investigate, based on your personal goals. SCOIS is good resource for exploration. SCOIS is computer-based career information delivery systems available to you.
- Determine requirements for admission and costs for each school on your list.
- Arrange for college visits. When visiting, talk with admissions and financial aid officers.
- Fine-tune your list.
- Ask for teacher/counselor recommendations.
- Submit applications through the guidance office or online.
- Apply for financial aid or scholarships. Do not rule out smaller private colleges due to costs.

AP and Dual Enrollment Programs

Advanced Placement Courses

With sufficient enrollment, Advanced Placement (AP) courses are available at York Preparatory Academy in English, mathematics, science, and social studies. While most AP courses are available for juniors and seniors, YPA offers AP courses for all four years of high school. Students must meet the established criteria before they can enroll in each of the courses. The specific criteria are explained in the course descriptions. These courses offer college-level instruction in high school, preparing the student for the rigors of college. In addition, the students must take the AP Exams, which may qualify them for college credit and advanced standing in colleges and universities throughout the United States. *Because AP courses are college-level courses, students should expect intensified study and greater demands placed on their time and energy.*

At YPA, AP courses are full-year, with students receiving credit for an Honors-level companion course in the fall semester and the AP course in the spring. Students enrolled in AP are required to take the AP exam for their course, which will be given in May. The state of SC pays for AP exams, which allows students to earn college credit at no financial cost. However, students who drop the course after the AP deadline (in November) will be required to pay a $40 change fee.

Advanced Placement (AP) courses are specifically designed and best suited for...

- Students who have challenged themselves in Advanced/Honors courses in grades 6-10
- Motivated students who can learn new information quickly and apply it analytically
- Students who have maintained at least a “B” average in the content area of the designated AP course
- Students who are self-starters, organized, and curious about a subject
- Students seeking advanced standing in public and private universities both in and out of state (college credit based on AP exam results)
- Students who can commit to the college-level workload, including at-home reading and preparation and the mandatory summer assignment

YPA currently offers the following AP Courses:

- AP Human Geography - 9th grade course
- AP US History - 10th grade course
- AP Biology - 11th and 12th grade course
- AP English Language and Composition - 11th and 12th grade course (offered on a rotating basis)
- AP English Literature and Composition - 11th and 12th grade course (offered on a rotating basis)
- AP Psychology - 11th and 12th grade course

- AP Computer Science Principles - 10th, 11th, and 12th grade course
- AP Calculus - 12th grade course
- AP Seminar - 11th grade course (anticipated)
- AP Research - 12th grade course (anticipated)

Dual Enrollment Courses

The Dual Enrollment Program is designed to offer college course experiences for students planning to attend a 4-year university or 2-year technical college. All courses within the Dual Enrollment Program have dual credit articulation agreements with public universities and technical colleges in South Carolina. Dual Credit means that students can earn high school and college credit at the same time during their high school program. Some Dual Enrollment courses are “college transfer” courses to a 4-year university, while others are transferable within technical college programs only. Private universities (both in and out-of-state) and public out-of-state universities may not accept these courses for any credit. The majority of these courses will carry a 1.0 quality point weighting over college preparatory courses.

Dual Enrollment courses are specifically designed and best suited for...

- Motivated college preparatory students seeking college transfer courses to a 4-year in-state public university
- Motivated students seeking an Associate Degree at a Technical College
- Students who have finished the advanced program during grades 9 and 10 but who need an additional challenge in the junior and senior year
- Students interested in a post-secondary major within a field of study offered in the Dual Credit courses.
- Students who have junior-level status and have a 3.0 GPA on the Uniform Grading Scale.

Dual Enrollment courses have an associated college fee that is less than students would have to pay for a college course after high school. Students who want to enroll in the Dual Enrollment options must agree to pay the fee, complete the necessary application or registration paperwork, and purchase any required textbook or designated materials outlined by the credit-awarding institution. Fees are due at the beginning of the semester the student is enrolled in the course. Parents and students will be notified in writing about the course fee at the beginning of the course. Interested students should work with their School Counselor to learn more about the Dual Enrollment offerings and the process for enrolling in Dual Enrollment courses.

Additionally, YPA has partnered with York Tech, USC Lancaster, and Winthrop to provide roadmaps for students interested in graduating with additional degrees or certificates. Work with your School Counselor if you are interested in any of the following options:

- HS Diploma with College Associates Degree
- HS Diploma with Auto Repair Certificate

- HS Diploma with Building Construction and Trades Certificate
- HS Diploma with Industrial Maintenance Certificate
- HS Diploma with Nursing Care Certificate
- HS Diploma with Patient Care Technician Certificate
- HS Diploma with PC Technical Support Certificate
- HS Diploma with Welding Certificate

General Requirements for College Admission

College Preparatory Course Prerequisite Requirements for Entering College Freshmen as published by the SC Commission on Higher Education

FOUR UNITS OF ENGLISH: All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.

FOUR UNITS OF MATHEMATICS: These units must include Algebra I, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior Year.

THREE UNITS OF LABORATORY SCIENCE: Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It's 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.

TWO UNITS OF THE SAME WORLD LANGUAGE: Two units with a heavy emphasis on language acquisition.

THREE UNITS OF SOCIAL SCIENCE: One unit of U.S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.

ONE UNIT OF FINE ARTS: One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.

ONE UNIT OF PHYSICAL EDUCATION OR ROTC: One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. Exemption applies to

students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.

TWO UNITS OF ELECTIVES: 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. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite).

Total: 20

NOTES

1. Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra I if a student successfully completes Algebra II. No other courses may be substituted for the three required mathematics courses (Algebra I, Algebra II, and Geometry).
2. Each institution may make exceptions in admitting students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student.
3. The College Preparatory Course Prerequisite Requirements are minimal requirements for four-year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission and to prepare for college entrance examinations.
4. Students should prepare themselves for college-level work by enrolling in challenging high school courses, such as honors, Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses.
5. It is the responsibility of each school district to disseminate this set of requirements to entering freshmen students interested in pursuing a four-year college degree in South Carolina upon graduation from high school and to provide the web address for their viewing: http://www.che.sc.gov/CHE_Docs/academicaffairs/College_Preparatory_Course_Prerequisite_Requirements_Fall_2019.pdf.
6. This revision of the College Preparatory Course Prerequisite Requirements shall be fully implemented for students entering high schools beginning Fall 2015 and colleges and universities as freshmen beginning in Fall 2019. In the interim period, the 2011-12 version of the Prerequisites (approved by the Commission on Higher Education on October 5, 2006) remains acceptable.

SC Scholarship Opportunities

Scholarships	Where Available	Value	Requirements

Palmetto Fellows	Public & private four year institutions	Maximum of $6,700.00	● 1200 SAT/27 ACT composite score (through June) ● 3.5 GPA on SC Uniform Grading Scale ● Top 6 percent of sophomore or junior class OR ● 1400 SAT/32 ACT (through June) ● 4.0 GPA on SC Uniform Grading Scale
Life Scholarship	Public & private four year institutions	Up to $5000 (including a $300 book Allowance toward the cost of Attendance)	Students must meet 2 out of 3 criteria: ● 3.0 GPA on SC Uniform Grading Scale ● 1100 SAT/24 ACT composite ● Top 30 percent of graduating class
Life Scholarship	Two-year public, two- year private & technical colleges	Up to the cost of tuition plus $300 book allowance	● 3.0 GPA on SC Uniform Grading Scale ● Meet admission requirements for diploma/degree course work
Hope Scholarship	Public & private four year institutions	Maximum of $2,500 plus $150 book allowance	● 3.0 GPA on SC Uniform Grading Scale
Lottery Tuition Assistance	Two-year public colleges and technical colleges	Portion of tuition (amount dependent on number of eligible participants and total funding available)	● South Carolina resident for at least one year. ● Be enrolled in at least six credit hours each semester toward a certificate degree, diploma program or AA/AS degree program ● Make satisfactory academic progress toward the completion of the program requirements ● File a FAFSA
SC Need-Based Grant	Two-year and four-year public institutions	Maximum of $2,500 if enrolled full-time	● South Carolina resident ● File a FAFSA

College and Career Ready Assessments

PreACT

The PreACT predicts student performance on the ACT and can be used as an indicator of college and career readiness. Data received from testing helps to target interventions, inform classroom instruction and guide students in course selection. The PreACT simulates the ACT

testing experience. **All students in 9th grade will take the PreACT at no cost to the student.**

PSAT

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT, NMSQT) introduces students in the tenth and eleventh grades to the organization and question types found on the Scholastic Aptitude Test (SAT). Students gain test-taking skills and can use their PSAT results to predict their scores on the SAT. The junior year scores are also used in selecting semifinalists for the National Merit Scholarship awards. PSAT also provides individualized study guides, college planning, career information and interactive assessments for students who take the test. **All students in 10th grade will take the PSAT at no cost to the student. Students in 11th grade may elect to take the PSAT for scholarship opportunities at a minimal cost.**

Ready to Work (R2W)

Ready to Work (R2W) is a career readiness assessment administered to all eleventh grade students to determine student achievement in three key subjects:

- Applied Mathematics
- Locating Information
- Reading for Information

R2W also includes the Essential Soft Skills (ESS) assessment that provides information about a student's skills in the following five areas:

- Cooperation with Others
- Resolving Conflicts and Negotiation
- Solving Problems and Making Decisions
- Observing Critically
- Taking Responsibility for Learning

The Essential Soft Skills assessment focuses on skills such as problem solving, goal setting, decision-making, and self-direction, because these skills play a vital role in workplace success.

SAT

The American College Testing Assessment (ACT) and the Scholastic Aptitude Test (SAT) are tests used by college admission offices and scholarship selection committees as one of several indicators of students' potential to complete college level work successfully. **All students in 11th grade can choose to take either the SAT or ACT at no cost to the student.**

The SAT-1 (Scholastic Aptitude Test) is a multiple- choice test with critical reading, math and writing sections. Each section of the test has a score range of 200-800; thus the score range for the entire test is 600 to 2400. The critical reading portion tests students on genre, relationship

among parts of a text, cause and effect, rhetorical devices and comparative arguments. Reading passages are taken from natural sciences, humanities and social studies.

The math portion tests students' ability to solve problems involving arithmetic reasoning, Algebra1, Algebra 2 and geometry. One section of the SAT-1 math portion requires students to produce and "grid in" their own answers rather than just select an answer from a set of multiple-choice alternatives. Students are allowed, but not required, to use a calculator.

On the writing section of the SAT, students complete an essay and answer multiple-choice questions designed to measure students' ability to improve sentences and paragraphs and identify errors (diction, grammar, sentence construction, subject-verb agreement, proper word usage and wordiness). Although a student's high school record is the single best predictor of potential for success in college, a combination of high school record and SAT or ACT scores is a more reliable indicator.

The SAT-II is the name for the tests formerly referred to as Achievement Tests. Some colleges request students take one or more of these tests for admission and/or placement. The SAT-II is given on the same date and at the same time as the SAT-I except for the March, April test date. All SAT-II tests are one hour in length; therefore, students may take from one to three or these tests during any one administration of the SAT-I and SAT-II.

Students attending a two-year college such as York Technical College generally do not need to take the ACT or SAT. Students applying to York Technical College take the COMPASS or ASSET placement tests. (Some programs of study in the health field also require the ACT or SAT.)
*Please see your counselor to ensure that you meet the requirements to take the ACT or SAT.

ACT

The ACT provides a measure of how well students can perform the skills necessary for college coursework. The ACT Assessment measures these skills in English, mathematics, reading and science reasoning. An optional writing test is also available. These areas are tested because they include the major areas of instruction in most high school and college programs.

One the ACT each of the subtests is scored on a scale of 1 to 36. The optional writing test is also scored on a scale of 1 to 36. The composite score is derived from the four required subtests of English, mathematics, reading and science reasoning.

A composite of 24 on the ACT is comparable to a total score of 1100 on the Verbal and Math portions of the SAT.

Accuplacer

Two-year technical colleges may require placement tests. The main purpose of the placement test is to help students identify strengths and needs, and to build a solid plan for success. The primary test used by York Technical College is Accuplacer. The Accuplacer test measures skills in reading, English and mathematics. Accuplacer is available on the York Technical College campus for free.

ASVAB

The Armed Services Vocational Assessment Battery (ASVAB) is a multi- aptitude test battery known as the Career Exploration Program administered by the Department of Defense to eleventh and twelfth graders. The ASVAB comprises ten individual tests and gives composite scores in verbal, math and academic ability. The test is given by the military and is free to high school students. The ASVAB Career Exploration Program is a tool to help students make better school and career decisions. There is a workbook that contains a career interest inventory and an exercise to help students learn more about occupations and how to match their interests and abilities to certain occupations. The ASVAB is available through the high schools and local military recruiter. Although students who plan to enter the military are required to take the ASVAB, information gained from this career assessment is beneficial to any student.

NCAA Eligibility Requirements

NCAA Eligibility Center

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at **eligibilitycenter.org**. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at **eligibilitycenter.org**.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit **eligibilitycenter.org/courselist** for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

DIVISION II

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at **ncaa.org/test-scores**.

TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.

HIGH SCHOOL TIMELINE

9TH GRADE

PLAN

- *Start planning now!* Take the right courses and earn the best grades possible.
- Find your high school's list of NCAA-approved core courses at **eligibilitycenter.org/coursellst**.
- Sign up for a free Profile Page at **eligibilitycenter.org** for information on NCAA requirements.

10TH GRADE

REGISTER

- If you fall behind academically, ask your counselor for help finding approved courses you can take.
- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at **eligibilitycenter.org**.
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

11TH GRADE

STUDY

- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.
- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

12TH GRADE

GRADUATE

- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at **eligibilitycenter.org**.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

4 X 4 = 16

How to plan your high school courses to meet the 16 core-course requirement:

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social Science and/or additional	(1) Social Science and/or additional	(1) Social Science and/or additional	(1) Social Science and/or additional
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

For more information: ncaa.org/playcollegesports | eligibilitycenter.org

Search Frequently Asked Questions: ncaa.org/studentfaq

Follow us: @NCAAEC @playcollegesports @ncaaec

Course Descriptions

English

English 1 College Prep **Grade: 9**

In this course, students develop skills through structured study and independent reading of literary and informational texts. A variety of informational texts as well as major types of literary texts are read and viewed both inside and outside of class. Students compose various texts including informational pieces and narratives. They proofread and edit for the correct use of the conventions of written Standard American English, and they improve the content and development, the organization, and the quality of voice in their writing through the use of revision strategies. Students participate in open-ended discussions, genre studies (fiction, non-fiction, poetry and drama), author studies and interdisciplinary studies connecting language and literature to the influence of a historical period. Composition requirements include reader responses, expository essays, analytical essays, and MLA-formatted research papers.

English 2 College Prep **Grades: 9, 10**

Prerequisite: English 1

Requirement: South Carolina End of Course Exam

In this course, students continue to develop their skills through the structured study and independent reading of literary and informational texts. Students will create a variety of responses to texts and critique how bias is revealed. Students understand, interpret, analyze and evaluate aspects of literary and informational texts. In implementing the writing process, students compose various types of writing including narrative, persuasive, expository, technical and analytical. They proofread and edit for the correct use of the conventions of Standard American English, and they use revision strategies to improve the content and development, the organization and the quality of voice in their work. Students learn to question the authenticity, validity and reliability of sources of information. Composition requirements include reader responses, expository essays, analytical essays, and MLA-formatted research papers. In carrying out the research process, students identify a topic, collect information from primary and secondary sources and present the information in oral, written and visual formats. Students engage in open-ended discussions, genre studies, author studies, and interdisciplinary studies connecting language and literature to universal themes from literature of different cultures.

English 2 Honors **Grades: 9, 10**

Prerequisite: English 1 with a grade of B or better and/or teacher recommendation

Requirement: South Carolina End of Course Exam

This course concentrates on an advanced study of selected literary works from various genres and eras. In addition, the course develops students' skills in expository writing, listening, speaking, critical thinking, independent research, and vocabulary. In this course, students continue to develop their skills through the structured study and independent reading of literary and informational texts. They create a variety of responses to texts and critique how bias is revealed. Students understand, interpret, analyze and evaluate aspects of literary and

informational texts. In implementing the writing process, students compose various types of writing including narrative, persuasive, expository, technical and analytical. They proofread and edit for the correct use of the conventions of Standard American English, and they use revision strategies to improve the content and development, the organization and the quality of voice in their written works. Composition requirements include reader responses, expository essays, analytical essays, and MLA-formatted research papers. Students learn to question the authenticity, validity and reliability of sources of information. In carrying out the research process, students identify a topic, collect information from primary and secondary sources and present the information in oral, written and visual formats. Students also participate in genre studies, author studies and interdisciplinary studies connecting language and literature to universal themes from literature of different cultures. Students hone their research skills by asking increasingly more complex questions and presenting their research in a multi-genre format.

English 3 College Prep **Grades: 10, 11**

Prerequisite: English 2

In English 3, students refine their knowledge of language through a focused study of American literature. They read and view a variety of informational texts as well as different genres of literary texts both inside and outside of class. By reading a variety of informational and literary texts, students analyze an author's development and support of a thesis and create a variety of responses to texts. In implementing the writing process, students compose various types of written works, including narratives and informational pieces. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development, and organization. Composition requirements include reader responses, expository essays, analytical essays, and MLA-formatted research papers. In carrying out the research process, students identify a topic, collect information from primary and secondary sources and present their findings and conclusions in oral, written and visual format. Students engage in open-ended discussions, genre studies, author studies and interdisciplinary studies connecting language and literature to themes in American literature.

English 3 Honors **Grades: 10, 11**

Prerequisite: English 2(H) with a grade of B or better and/or teacher recommendation

This course concentrates on an advanced study of selected literary works from various genres within American Literature. In addition, the course develops students' skills in expository writing, listening, speaking, critical thinking, independent research, and vocabulary. This English course concentrates on the study of the historical context, literary movements, and writers' techniques of each major period in American literature. In addition to the text, the course requires considerable supplemental reading during the semester, vocabulary development related to SAT-level words, independent research and composition, and research-based expository and persuasive writing. Composition requirements include reader responses, expository essays, analytical essays, and MLA-formatted research papers.

English 4 College Prep **Grades: 11, 12**

Prerequisite: English 3

English 4 CP is a study of applied grammar through composition. Students also refine and expand their skills in language through structured study and independent reading of literary and informational works. Both inside and outside of class, they read and view a variety of informational texts as well as different genres of literary texts. A survey of British literature is covered through a review of major works. Parallel readings and extensive vocabulary studies are required. In reading a variety of texts and genres, students analyze an author's development of a thesis. In implementing the writing process, they create various types of written works, including informational pieces and narratives. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development and organization. Composition requirements include reader responses, expository essays, analytical essays, and MLA-formatted research papers. Students engage in open-ended discussions, genre studies, author studies and interdisciplinary studies connecting language and literature to themes in British literature.

English 4 Honors **Grades: 11, 12**

Prerequisite: English 3(H) with a grade of B or better and/or teacher recommendation

This course concentrates on an advanced study of selected literary works from various genres and British Literature. Attention is given to good writing style with special emphasis on critical analysis. In addition, the course develops students' skills in expository writing, listening, speaking, critical thinking, independent research, and vocabulary. Throughout the semester students review the rules of grammar through the composition process. Also, students analyze the elements of good writing style in English prose and in their own compositions. Composition requirements include reader responses, expository essays, analytical essays, and MLA-formatted research papers. This course provides a survey of British literature with an emphasis on major works. Students are also expected to read other designated parallel novels and/or plays by British or world authors.

Plays and Poetry **Grades: 10-12**

Prerequisite: C average or above in English 1 CP or permission from the instructor

**Offered on a rotating basis

This college preparatory elective is designed to encourage students to express and develop their poetic talents while studying poetic craft. Students will understand how elements of form, music, structure, and content work together to create meaning and experience in a poem. Students will explore various dramas (excluding Shakespeare) and work with performing arts department to appreciate the construction and historical context of the selected dramas. Students will perform both poetry and dramas in the class.

Mystery and Fantasy Fiction **Grades: 10-12**
Prerequisite: C average or above in English 1 CP or permission from the instructor
**Offered on a rotating basis
In this course, students will read horror, mystery, fantasy and science fiction short stories and novels offered through a variety of academic. Students will analyze and discuss the distinguishing elements of each genre. The reading list and focus is expected to vary with the interest of the students in the class. Emphasis is on reading for pleasure. Students must compose and tell an original story. Students passing this elective course will meet the reading requirement for graduation.Course work includes a research project and presentation.

Creative Writing **Grades: 9-12**
Prerequisite: C average or above in English 1 CP or permission from the instructor
**Offered on a rotating basis
This college-preparatory elective course is aimed at developing the evaluative and creative writing talents of students. Students will write and evaluate poetry, one-act plays, essays, human interest stories, and short fiction. Computer word processing skills are reinforced. Students will be involved in helping to produce a blog-based literary magazine.

Literature and Film **Grades: 10-12**
Prerequisite: C average or above in English 1 CP or permission from the instructor
****Offered 2020/2021 school year**
Film and Literature is an English elective designed to teach students how to appreciate serious films and the literary sources for those films. This course will involve reading fiction and non-fiction pieces, and essays about film criticism and theory. The course will require tests and quizzes on assigned reading and film, as well as writing reviews and analytical essays and film projects.

Cultural Diversity Throughout Literature **Grades: 9-12**
**Offered on a rotating basis
This course features works written by African American, Asian American, Native American, and Latino authors as they intersect with issues of race, gender, class, ethnicity, religion, and nationality. Students will read, discuss, and analyze multicultural literature to expand and deepen their experiences with diverse voices and perspectives. Students will define and apply literary terms in culturally relevant reading selections, define and apply glossary terms related to the study of culture, uncover and interpret cultural similarities and distinctions via literature and examine culturally relevant literary themes and issues rooted in social structures and values. Students will be expected to think critically, and work within the fundamentals of writing. Students will use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.

AP English Language and Composition **Grades: 11-12**
Prerequisite: English 3/4 Honors with a grade of B or better and teacher recommendation
Corequisite: Advanced Composition I companion course

Requirement: AP English Language and Composition Exam at the end of the course
**Offered on a rotating basis
This course provides a college-level study of the fundamentals of composition. Students will engage in the active reading of non-fiction texts, analyzing the rhetorical and argumentative strategies of successful writers from a wide variety of time periods and genres, and writing in a range of styles, including narrative, exposition, argument, analysis and synthesis. Students will study academic vocabulary and practice formal grammar, developing and demonstrating mastery of concepts through their thoughtful expression of ideas. They will also participate in frequent classroom discussions, led by both teacher and students, and prepare for the AP exam via multiple choice and essay practice. The Advanced Placement exam is required at the conclusion of the course. Students will be prepared for the Language exam; those who achieve an adequate score on the AP exam may earn college credit.

AP English Literature and Composition **Grades: 11-12**
Prerequisite: English 3/4 honors with a grade of B or better and teacher recommendation
Corequisite: Advanced Composition II companion course
Requirement: AP English Literature and Composition Exam at the end of the course
**Offered on a rotating basis
This course provides a college-level study of writing and literature. Students will engage in active reading of literary works from a wide range of time periods and genres, critical interpretation and application of analytical techniques, and writing exposition and argument, specifically in response to literary selections. Students will study literary vocabulary, read 8-10 works of fiction, experiment with multiple approaches to writing, participate in student-led classroom discussions, and prepare for the AP exam via multiple choice and essay practice. Mastery of grammar and syntax fundamentals is required, as well as an interest in examining the craft of writing—not just the what, but the how and why of a text. The Advanced Placement exams is required at the conclusion of the course. Students will be prepared for the Literature exam: those who achieve an adequate score on the AP exam may earn college credit for the course.

Social Studies

World History
Grades: 9-10
The focus of Modern World History involves the study of the world from the Renaissance to present day. Students will analyze the impact of changing ideas about religion, government, science and the world. This course incudes topics such as the factors that facilitated exchanges between people, the growth of kingdoms, the influence of technology, and causes and consequences of regional and global conflicts and how they influenced the development of culture in the modern world. Students will use primary and secondary source documents to create multimedia, essays, debates, and other assigned projects

World History Honors **Grades: 9-10**

Prerequisites: It is strongly recommended that students be enrolled in Honors English and/or have the recommendation of a social studies teacher.
The course is designed to prepare students for a four year college or university. Modern World History Honors is a comprehensive study of world history and human interaction from the Renaissance through the unresolved problems of the present day. The course includes the development and evolution of politics, economics, and cultures in the emergence of the modern world. Students will be expected to read supplemental literary selections and to engage in critical analysis of primary sources and cultural comparisons. There is a strong analytical writing component, and research skills are expected. The course helps prepare students for AP U.S. History.

AP Human Geography **Grade: 9**
Prerequisite: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
Corequisite: Pre AP Human Geography companion course
Requirement: AP Human Geography exam
This course is recommended for exceptionally talented college-bound students who have demonstrated a previous record of excellence in English and Social Studies courses. It is the study of "where" people are and "why" they are there. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. It is designed to prepare students for the College Board Advanced Placement Examination in which they may earn college credit.

United States History and Constitution **Grades: 10-11**
Requirement: South Carolina End of Course Exam
This course is designed to prepare a student for either a two-year technical college education or a four year college education. United States History is required by the state for graduation. This course is designed to provide a general survey of the major political, diplomatic, economic, and social developments in the United States since the settlement of North America. Emphasis will be placed on the development of the federal constitution and important events in South Carolina history. Current events in domestic and foreign policy are developed within the context of the American experience. Students are required to take the state End-of-Course exam. This exam counts 20 percent of the student's final grade.

United States History and Constitution Honors **Grades: 10-11**
Prerequisite: World History Honors with a grade of B or better and/or teacher recommendation
Requirement: South Carolina End of Course Exam
This course is designed to prepare students for a four year college or university. United States History is required by the state for graduation. This course provides a general survey of the

major political, diplomatic, economic, and social developments in the United States since the settlement of North America. Emphasis will be placed on the development of the federal constitution and important events in South Carolina history. Current events in domestic and foreign policy are developed within the context of the American experience. This course emphasizes the use of historical documents and developing the analytical writing skills that are need for college level work. Students are required to take the state End-of-Course exam. This exam counts 20 percent of the student's final grade.

AP US History **Grades: 10-11**
Prerequisite: Teacher recommendations from Social Studies and ELA teachers
Corequisite: AP Prep United States History companion course
Requirement: South Carolina End of Course Exam and AP US History exam
This course is recommended for exceptionally talented college-bound students who have demonstrated a previous record of excellence in English and Social Studies courses. It is designed to prepare students for the College Board Advanced Placement Examination in which they may earn college credit. The scope of the course will include Colonial America through the Bush Administration with emphasis placed on parallel reading and development of writing skills. Students enrolled in this course will take an EOC that will count 20% of the final grade in addition to the AP exam offered by the College Board in May.

Government/Economics **Grades: 11-12**
Prerequisite: US History
Government/Economics deals with the unique relationship between a democratic government and a capitalist economic system. Each course is generally taught from separate texts. Federal, state and local governments are closely examined to determine how our federal system works in the United States. Strong emphasis is placed on South Carolina government and the local government in York County. Economics takes an in-depth look into the workings of the capitalist system that is used in the United States. Supply and demand, labor, taxation, money and banking, the Federal Reserve: Investments and the markets, unemployment and inflation, and international trade are extensively covered units. The relationship between government and economics is conducted through each unit of study.

Government/Economics Honors **Grades: 11-12**
Prerequisite: US History Honors with a grade of B or better and/or teacher recommendation
This course is designed to prepare students for a four year college or university. Students will investigate how American political values are formed and how government functions through individual participation and policy making. In order to continue to thrive, a strong democracy relies on active participation by informed individuals dedicated to upholding the rule of law and individual rights. Overall, the study of United States Government provides a basis for students to develop the skills necessary to live and thrive in America's constitutional democracy and participate in society as active and informed citizens. Students study economics and personal finance beginning with how humans address the fundamental problem of scarcity by making choices based on the existence of limited resources. Using the skills of the economist, students

will learn how rational decisions are made using marginal analysis, and that all choices are met with consequences. Students will investigate how personal financial decisions related to careers, spending, and short- and long-term goal setting impact one's standard of living and long-term financial well-being. Honors includes more in-depth writing than CP to prepare students for a 4 year college or university.

Law Education **Grades: 10-12**

******offered on a rotating basis

This is a course in general law. The emphasis is on application and understanding of basic criminal and civil law including juvenile justice and individual rights. Active involvement in group activities, discussions, mock trials and class participation is required.

AP Psychology **Grades: 11-12**

Prerequisite: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Corequisite: Pre AP Psychology companion course

Requirement: AP Psychology exam

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Students will be required to keep up with and maintain an interactive notebook which will require guided readings, in class assignments, etc. The course is designed to prepare students for the AP exam in May in which they may receive college credit for.

Psychology College Prep **Grades: 11-12**

**offered on a rotating basis

This course is a general overview of psychology. Topics include cognition, learning, development, cognitive psychology, and any other topics of student interest, time permitting. Active involvement in classroom discussions is required.

Mathematics

Foundations and Structure in Algebra **Grade: 9**

South Carolina College- and Career-Ready (SCCCR) Foundations in Algebra is the first course in this two-course integrated sequence designed to prepare students for college and career readiness by providing a foundation in algebra, probability, and statistics. This course builds on the conceptual knowledge and skills students mastered in earlier grades in areas such as algebraic thinking, probability, data analysis, and proportional reasoning. Students who

complete this two-course integrated sequence will be given the opportunity to master several standards from SCCCR Algebra 2 and SCCCR Probability and Statistics in addition to all of the standards from SCCCR Algebra 1. In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment.

Algebra 1 **Grade: 9**

Requirement: South Carolina End-Of-Course Exam

Algebra 1 is designed to provide students with knowledge and skills to solve problems using simple algebraic tools critically important for college and careers. In this course, students are expected to apply mathematics in meaningful ways to solve problems through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. This course covers quantities, creating and solving equations and inequalities, functions, linear functions, systems of equations, exponential functions, polynomials, quadratic functions, and statistics.

Intermediate Algebra: Functions and Modeling **Grade: 9**

Corequisite: Foundations in Algebra

Requirement: South Carolina End-Of-Course Exam

South Carolina College- and Career-Ready (SCCCR) Intermediate Algebra is the second course in this two-course integrated sequence designed to prepare students for college and career readiness by providing a foundation in algebra, probability, and statistics. This course builds on the conceptual knowledge and skills students mastered in SCCCR Foundations in Algebra and in earlier grades in areas such as algebraic thinking, statistics, data analysis, and proportional reasoning. Students who complete this two-course integrated sequence will be given the opportunity to master several standards from SCCCR Algebra 2 and SCCCR Probability and Statistics in addition to all of the standards from SCCCR Algebra 1. In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment.

Geometry **Grades: 9-10**

Prerequisite: Algebra 1

This course requires strong algebra skills. It covers the basic elements of geometry: geometric basics, reasoning, proofs,, perpendicular and parallel lines, congruent triangles, triangle fundamentals, quadrilaterals, similarity, right triangle trigonometry, circles,three-dimensional shapes emphasizing volume and area, the coordinate plane, transformations, and tessellations. Geometry emphasizes logical problem solving. Students explore theorems and postulates to write proofs and come to valid conclusions. Additionally, geometry is a mathematical model of the physical world. Students will understand and work with the algebraic relationships of line segments, angles, and shapes.

Geometry Honors **Grades: 9-10**

Prerequisite: Algebra 1 (90% or higher) or Teacher Recommendation

This class covers geometric basics, reasoning, proofs, perpendicular and parallel lines, congruent triangles, triangle fundamentals, quadrilaterals, similarity, trigonometry, circles,three-dimensional shapes, the coordinate plane, and transformations. Geometry emphasizes logical problem solving. Students explore theorems and postulates to write proofs and come to valid conclusions. Additionally, geometry is a mathematical model of the physical world. Students will understand and work with the algebraic relationships of line segments, angles, and shapes. This course covers topics in more depth and requires a greater amount of problem solving. Trigonometry and proofs are given a greater emphasis than in CP.

Algebra 2 **Grade: 11**

Prerequisites: Algebra 1 and Geometry

In South Carolina College- and Career-Ready (SCCCR) Algebra 2, students extend their study of foundational algebraic concepts, such as linear functions, equations and inequalities, quadratic functions, absolute value functions, and exponential functions, from previous mathematics encounters. Additionally, students study new families of functions that are also essential for subsequent mathematical application and learning. In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies to solve problems and to master standards in all Key Concepts of this course.

Algebra 2 Honors **Grades: 10-11**

Prerequisite: Algebra 1 and Geometry Honors with a grade of B or higher and/or teacher recommendation

In South Carolina College- and Career-Ready (SCCCR) Algebra 2, students extend their study of foundational algebraic concepts, such as linear functions, equations and inequalities, quadratic functions, absolute value functions, and exponential functions, from previous mathematics encounters. Additionally, students study new families of functions that are also essential for subsequent mathematical application and learning. In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment. However, technology should not be limited to hand-held graphing calculators. Students should use a variety of technologies. Additional topics will be added by the instructor to enrich and prepare students for higher level mathematics in the AP program.

Algebra 3 **Grades: 11-12**

Prerequisites: Algebra 2 and Geometry

This course is designed for students who have successfully completed Algebra II, but are not yet ready for the academic rigor of PreCalculus. This course is an extension of concepts taught in earlier courses with emphasis on applications of polynomial, rational, exponential, logarithmic, and trigonometric functions. Emphasis is on active participation through modeling, technology lab activities, group activities, and communication in mathematics. Upon successful completion of this course, the students should be prepared to take PreCalculus.

Probability and Statistics **Grades: 11-12**

Prerequisites: Algebra 2 and Geometry

Probability and Statistics is designed to prepare students for success in post-secondary careers and statistics courses and in a world where knowledge of data analysis, statistics, and probability is necessary to make informed decisions in areas such as health, economics, and politics. In SCCCR Probability and Statistics, students build on the conceptual knowledge and skills they mastered in previous mathematics courses in areas such as probability, data presentation and analysis, correlation, and regression. This course prepares students for college and career readiness but is not designed to prepare students for an Advanced Placement exam. In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, functions, graphs, distributions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment.

PreCalculus Honors **Grades: 11-12**

Prerequisite: Algebra 2 Honors with a grade of B or higher and/or teacher recommendation

In South Carolina College- and Career-Ready (SCCCR) Pre-Calculus, students build on the conceptual knowledge and skills for mathematics they mastered in previous mathematics courses and construct a foundation necessary for subsequent mathematical study. The standards for those courses provide students with a foundation in the theory of functions, roots and factors of polynomials, exponential and logarithmic functions, the complex number system, and an introduction to trigonometry. In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. Use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment.

AP Calculus AB **Grade: 12**
Corequisite: Calculus Honors
Requirement: AP Calculus AB exam
This course includes properties of functions (algebraic, trigonometric, exponential, and logarithmic), limits, derivatives, and applications of derivatives. This course also includes anti-derivatives, application of antiderivatives, techniques of integration, the definite integral, applications of the integral, and slope fields. The standards promote a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Optional topics include vectors, polar coordinates, and other integration techniques. The AP exam must be taken to receive college credit.

Science

Biology 1 **Grade: 9**
Requirement: South Carolina End-of-Course Exam
This college preparatory course addresses the major themes of cell biology, genetics, ecology, and evolution. The course will include laboratory experiences addressing each of the major themes. Students are required to take an End-of-Course exam provided by the SC State Department of Education which will count as 20% of the student's final grade

Biology 1 Honors **Grade: 9**
Pre-requisites: Grade of 90 or above in 8th Grade Science Standard or 80 or above in 8th Grade Science Honors, Algebra 1, and/or teacher recommendation
Requirement: South Carolina End-of-Course Exam
This course is a rigorous college preparatory biology class for highly motivated students who have demonstrated excellent study skills and high aptitude in Science, Math or English. The class will address the themes of cell biology, ecology, heredity and evolution through the use of inquiry and labs requiring more detail and depth than CP Biology. The course will emphasize critical thinking and writing skills as students are asked to begin preparation for AP Biology by looking at AP type questions and essays. Students are required to take an End-of-Course

exam provided by the SC department of education which will count as 20% of the student's final grade.

Physical Science **Grade: 10**

Prerequisites: Biology and Algebra 1

This inquiry-based course includes investigations of the basic principles of chemistry and physics. This course is intended to build a foundation of mathematical reasoning within studying science. The chemistry portion of the course places emphasis on the periodic table of the elements as it is used in the study of atomic structure and chemical changes. The physics portion of the course includes the study of energy as related to gravity, motion, electricity, magnetism, heat, light, and sound. Physical Science is not considered a laboratory science course.

Chemistry 1 **Grades: 10-11**

Prerequisites: Biology and Physical Science

Chemistry is the study of matter, its composition and structure, its physical and chemical properties, the changes it can undergo and its interactions with energy. Conceptual understanding, critical thinking and problem solving will be necessary skills as students experience labs, create projects and participate in class discussions. In order to take both Physical Science and Chemistry in the same year, the student must earn a grade of 75 or higher in Physical Science.

Chemistry 1 Honors **Grades: 10-11**

Prerequisite: Grade of 90 or above in Biology 1 Honors or grade of 80 or above in Biology 1 CP and/or teacher recommendation

Corequisite: Algebra 2 Honors

In chemistry, students acquire a fundamental knowledge of the substances in our world—their composition, properties, and interactions—that should not only serve them as a foundation for the more advanced science courses in secondary and postsecondary education but should also provide them with the science skills that are necessary in chemistry-oriented technical careers. Students will gain an understanding of atomic structure and how that is used to classify elements. They will also be able to relate this chemical structure to the formation of compounds and use those compounds in reactions.

Earth Science **Grades: 10-11**

Prerequisite: Biology

This laboratory science course includes the study of the composition of the Earth and the dynamic forces that shape the Earth, including plate tectonics, earthquakes, and volcanoes and the composition of the Earth. The course also includes the mapping of the Earth's surface, the movement of the Earth through space, and the use of satellite technology to create the global positioning system. The stars and galaxies, sun, planets, and the effect of the moon on Earth are also explored along with how the Earth is eroded through wind, water, glaciers, and waves.

The course concludes with a study of the origin of the universe, geologic time and the history of the continents. This course counts as a laboratory science credit.

Environmental Science **Grades: 11-12**

Prerequisite: Biology 1, 1 Other Lab Science, and Teacher Approval

Environmental science is an integrated course covering environmental and ecological concepts and issues. In a lab and field setting, the students will study the interrelationship of humans and other organisms and their environment. The course will include study of environmental problems from biological, economic and political contexts. Emphasis will be placed on the use of inquiry in field and lab experiences to develop or support opinions concerning real-life environmental controversies.

AP Biology **Grades: 11-12**

Prerequisites: An average grade of 85 in Biology and Chemistry

Corequisite: Pre AP Biology companion course

Requirement: AP Biology exam

The AP Biology course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across ideas. Students will be required to design investigations focusing on the four main ideas of Biology: Evolution, Cellular Energetics, Interactions among organisms, and Genetic information and transfer.

Anatomy and Physiology **Grades: 11-12**

Prerequisites: Biology 1, 1 Other Lab Science, and Teacher Approval

This laboratory science course is focused on the structure and function of the human body with an emphasis on the historical and gross anatomy of the body. Topics such as diseases, bodily dysfunctions, immunology, clinical advances, and health careers are discussed to give relevance and meaning to the students. The course will be beneficial to students interested in health-related careers.

Physics **Grades: 11-12**

Prerequisite: Algebra 1, Geometry, Chemistry, and an additional lab science

Recommended: Algebra 2

This is a laboratory science course that includes the study of mechanics and thermodynamics, wave motion, optics, sound, electricity, and magnetism, nuclear and atomic physics. Although the emphasis will be in qualitative comprehensive concepts, the student will develop analytical and mathematical skills to solve elementary physics problems and will include introductory laboratory exercises.

Physics Honors **Grades: 11-12**

Prerequisite: Algebra 1, Geometry, Chemistry, and an additional lab science

Recommended: Pre-Calculus

This is a laboratory science course involves an in-depth study of vectors, graphical analysis, kinematics, dynamics, rotary motion, simple harmonic motion, laws of conservation of mass, energy and momentum, heat measurement, laws of kinetic theory, gas laws, heat and work relationships, properties and characteristics of waves, sound, light, static and current electricity and electromagnetism.

Physical Education, Health

PE/Health **Grade: 9**

This course will explore the essential and basic part of the total education program. It is a process that contributes to the total development of every student through physical activity and recognizes the physical, mental, emotional, and social characteristics of students. The Physical Education program provides a variety of movement experiences to help all students develop the skills, knowledge, and attitudes necessary to function effectively in society. This course will also focus on the national standards on the basis of six content areas of (1) Alcohol, Tobacco, and Other Drugs, (2) Growth, Development, and Sexual Health and Responsibility, (3) Injury Prevention and Safety, (4) Mental, Emotional, and Social Health, (5) Personal and Community Health, (6) Physical Activity and Nutrition. This course is required for graduation.

World Language

Spanish 1 **Grades: 10-11**

Spanish 1 is an introduction to Spanish and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The course introduces students to basic vocabulary, grammar, and culture. Students will learn Spanish phonemes and basic vocabulary including numbers, colors, greetings and everyday activities through interpretive activities (listening and reading) for comprehension, presentational activities (speaking and writing) for expression, and interpersonal activities for interaction with others.

Spanish 2 **Grades: 10-11**

Prerequisite: Spanish 1

Spanish 2 continues development of communication skills related to culture and cross-cultural understanding through interpretive activities (listening and reading) for comprehension, presentational activities (speaking and writing) for expression, and interpersonal activities for interaction with others. Students will recognize grammar patterns for proper verb conjugation. subject-verb agreement, and gender-number agreement. Students will develop skills to write with details. At least a C average in Spanish 1 is highly recommended.

Spanish 3 **Grades: 11-12**

Prerequisite: Spanish 1 and 2

Students will be expected to master proper Spanish sentence constructions including subject-verb & gender-number agreement, with proper verb conjugations. As part of the course, students will have opportunities to read, write, listen, and speak Spanish while they work towards becoming linguistically and culturally literate. The course covers relevant themes and

elements of cross-cultural understanding to include exploration of issues and perspectives in Spanish-speaking cultures. Students will develop skills to narrate, explain and give evidence on a particular issue. Students are expected to use the language for at least 80% of the class period. At least a C average in Spanish 2 is highly recommended.

Business and Computer Education

Fundamentals of Computing **Grades: 10-12**

This course introduces students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem solving skills to implement projects that are relevant to students' lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Students will also be introduced to computing careers and will examine societal and ethical issues of computing.

Entrepreneurship **Grades: 11-12**

**offered on a rotating basis

This course is designed to provide students with the knowledge and skills leading to the development of a business plan for small business ownership. An important part of the course will be the incorporation of traditional and non-traditional marketing strategies, technology, staffing, and financial considerations.

Business and Personal Finance **Grades: 11-12**

**offered on a rotating basis

This course introduces students to the fundamentals of personal finance, which include budgeting, obtaining credit, maintaining deposit accounts, understanding investments, understanding risk management, computing taxes, and analyzing the basic elements of finance.

AP Computer Science Principles **Grades: 11-12**

Prerequisite: Algebra 1

Corequisite: Pre AP Computer Science Principles

Requirement: AP Computer Science Principles exam and Performance Tasks

This course introduces students to the foundational concepts of the field of Computer Science and challenges them to explore how computing and technology can impact the field. It is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.

Fine Arts

Band 1 **Grades: 9-12**

The students are introduced to two more Major Scales. The students are required to have the basic 7 Major Scales memorized and in many cases be able to play 2 octaves for each. The students are also introduced to more terms and vocabulary. The list is then extended to 72 terms. The high school band rehearses scales out of the normal context and begins to look at how music is composed, arranged, and "pieced" together. Basic levels of music theory are taught such as chord structure, harmony, transposing and enharmonic. Sight-reading is used extensively as a learning tool. High School students are asked many times to perform pieces arranged for the middle school students as a "demonstration." This gives the director a sense of direction when pertaining to writing and adapting music. At the high school grades 9th-11th grade combined due to the current study body population. 9th and 10th grade students should be performing on a Grade 4 level of music. The High School Band will combine with some members of the 8th grade band to perform at the Holiday Concert, Spring Concert, SCBDA Festival, and the Charleston Festival of Music. Students may continue their musical training in Band 2, 3, and 4 Honors.

Marching Band **Grades: 9-12**

Marching Band is designed for students who are prepared to perform independently in an ensemble setting that balances advanced and intermediate level music with moderate to vigorous physical activity to carry out drill and/or parade formations. Course will prepare students to perform for parades and competitions.

Theatre 1 **Grades: 9-10**

This course serves as an introduction to the fundamentals of theatre. Students will broaden their appreciation and understanding of Theatre as a form of art, expression, discipline, history and literature. Students will explore many avenues of theatre including a variety of theatre experiences, an introduction to design and production, the basics in acting, and an overview of theatre history. This course is designed for first time theatre/drama students.

Theatre 2 **Grades: 10-12**

Prerequisite: Theatre 1 or teacher invite through audition process

This course enriches their developed appreciation and understanding of Theatre as a form of art, expression, discipline, history and literature.overs the basic technical aspects of the theater: scenery, lighting, sound, costumes, makeup, properties, posters, publicity, and stage management. This course also helps the student develop an appreciation of the technical theater through the study of theater history and the reading of plays and viewing of films for analysis of their technical applications. This course is designed for students who have an interest in performing or technical theatre. It is performance based in nature, including monologues, dialogues, scenes and/or a classroom production.

Theatre 3 **Grades: 10-12**

Prerequisite: Theatre 2 or teacher invite through audition process

This course serves as an advanced class in theatre and its components-literature, production, and performance. Under teacher guidance, each student help to technically develop a one-act

play, or alternative performance, suitable for presentation before an audience. As advanced actors, students study techniques of stage performance for the modern actor including scene study, monologue presentations, acting terminology, voice and body movement. This course is designed for students who excelled in Drama 2 and/or have had extra-curricular theatrical experience.

Theatre 4 Honors **Grades: 11-12**

Prerequisite: Theatre 3 or teacher invite through audition process.

This course includes advanced work in production, performance and aesthetics through the study of acting styles of great performers past and present; the analysis of outstanding classic and modern plays; the study of directing techniques used by renowned theater practitioners; and scene study and production with emphasis on directing. Under teacher guidance, each student help to direct and develop a one-act play, or alternative performance, suitable for presentation before an audience.The course provides each student the opportunity to develop his/her potential in theater and to gain a basic knowledge of what is required to prepare for a career in theatre today.

Art 1 **Grades: 9-10**

What qualifies as art? How do we create art? Where do we get ideas?

This is a foundation level course that will build upon prior artistic experiences. The student will explore a variety of materials and processes. Processes will include drawing, painting, collage, 2D and 3D design, and more. Studio production of artwork will be accompanied by writings and discussions related to processes, criticism, aesthetics and art history.

Art 2 **Grades: 10-12**

Prerequisite: Art 1

How will I solve this problem? This course is a continued exploration of processes and media with a focus on the essential skills of drawing from observation, 2-D and 3-D design. Drawing will focus on the fundamentals of line, value, perspective, and composition. Media will include graphite, charcoal, pastel, ink, watercolor, and acrylic. Design, ceramics, and sculpture will also be included. Students will be given more freedom to experiment and will begin to develop an artistic style and areas of interest.

Art 3 **Grades: 10-12**

Prerequisite: Art 2 with a B or better along with teacher approval

How will I utilize the elements and principles? An expansion of drawing with an increased emphasis on composition and concept as well as the creative design elements of line, space, form, texture, color, and technical skill. Visual organization is the focus. Drawing from observation is further explored, and personal choice, style and subject matter are emphasized. In addition to drawing and painting, projects may include printmaking, figure studies, commercial design, packaging design, advertising, text and fonts, illustration, collage, quilting and more.

Art 4 Honors **Grades: 11-12**

Prerequisite: Art 3 with a B or better along with teacher approval
What choices will I make? This course is an advanced art course with projects based on personal exploration and interests. For the self-motivated student who are developing an artistic style. Students will use their own strengths and interests to complete teacher assigned projects by making choices in subject matter and media (with teacher direction and approval) in order to produce a large body of work.

Additional Electives

ACT/SAT Preparation **Grade: 11**
ACT/SAT test preparation is a non-traditional class designed to help students become more proficient on college entrance standardized tests like the ACT and SAT. All academic sections of the test will be addressed in this semester-long course. Students are expected to do all assignments and homework and should have a graphing calculator.

Teacher Cadet **Grades: 11-12**
Prerequisite: Students with a qualifying GPA of 3.0 on an unweighted scale will be eligible to fill out an application which includes teacher recommendations and an essay. Students also must have good attendance and no discipline referrals. The Teacher Cadet Instructor will evaluate the applications.
Teacher Cadet is a dual enrollment course offered through a partnership with CERRA, Winthrop and York Preparatory Academy. The primary goal of the Teacher Cadet Program is to encourage academically talented, high-achieving, high school students with exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the Program is to develop future community leaders who will become civic advocates for public education. The Teacher Cadet Program uses an innovative approach designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The Program seeks to provide high school students with insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools.

Workplace Communications **Grade: 9**
In the Workplace Communications course, students will learn to communicate in a clear, courteous, concise, complete, and correct manner on both personal and professional levels with a focus on public speaking and overcoming fears associated with public speaking. Competency will be developed in oral, written, interpersonal, technological, and employment communication. Listening and public speaking skills will be incorporated throughout.

Yearbook Production **Grades: 10-12**
Prerequisite: English with a grade of C or better, teacher recommendation, and yearbook advisor approval.

This class designs and produces the yearbook. Activities include interviewing, feature writing, magazine layout, digital photography, sales design, advertising and computer work.

Scholars Academy

York Preparatory Academy is pleased to offer the Scholars Academy, designed to engage in-coming advanced, intellectually curious freshmen in a two-year cohort program. Students who complete the freshmen and sophomore seminars and meet all other requirements will receive a Scholars Academy Certificate.

Scholar Seminar I **Grade: 9**

Prerequisite: Acceptance into YPA Scholars Academy

In Honors Seminar I, Scholars will be introduced to the cohort methodology, as well as what it means to think like a Scholar. They will become familiar with the terms "critical thinking" and "metacognition" in new ways and applications, as well as learning to manage time through project-based learning throughout the semester. Students will be responsible for four major projects: the summer book project which has both independent and group components, a personality project, an interdisciplinary project with Scholars Biology, and a Passion Project, which is self-directed on the topic of the Scholar's choice with instructor guidance.

Scholars Seminar II **Grade: 10**

Prerequisite: Acceptance into YPA Scholars Academy in 9th grade

In Honors Seminar II, Scholars will continue many of the foundational elements from Seminar I: they will deepen their relationship with critical thinking and metacognition and demonstrate their ability to manage time through project-based learning throughout the semester. The course will be divided into two major components to be covered each quarter. In the first part, students will demonstrate their knowledge of their selected text from an American historical perspective by participating in a small group podcast. Students will create a format, topic, and theme for their podcast and learn from the process. Students will then create a submission for the NPR Student Podcast Challenge that will meet all of the competition's criteria. In the second part of the course, students will learn about the Paul & Elder model of critical thinking and focus on fairmindedness and metacognition. Students will be assigned to a media source and will blog about the source's adherence to fairmindedness. By doing so, they will develop a greater understanding of media bias and the importance of critical thinking as a form of civic engagement.

AP Capstone Diploma Program

YPA is excited to be the only public school in Rock Hill that has applied to offer the AP Capstone Program and diploma. AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students

need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project. Students who successfully complete AP Seminar and AP Research will receive the AP Capstone certificate. Students who successfully complete AP Seminar, AP Research, and receive scores of 3 or better in 4 other AP courses in grades 9-12 will receive the AP Capstone Diploma.

Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

AP Seminar (anticipated) Grade: 11

Prerequisite: Application acceptance into the AP Capstone program
Requirement: Completion of AP Seminar Performance Tasks and AP Seminar Exam
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. Students are required to complete three major assessments that contribute to the AP score: the team project and presentation is worth 20%, the individual research-based essay and presentation is worth 35%, and the AP exam is worth 45%.

AP Research (anticipated) Grade: 12

Prerequisite: Successful completion of AP Seminar
Requirement: Completion of AP Research Performance Tasks
AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. The AP score is

determined as follows: the academic paper is scored by the College Board and is worth 75% and the presentation and oral defense are scored by the teacher and is worth 25%.