



## Welcome to our School!

The faculty and staff welcome you and encourage you to use this curriculum guide to plan for your Freshman year. Registering for classes is your first opportunity to make the right decisions, so please consider carefully which courses you will select. We want you to have a positive high school experience, and we look forward to working with you as you begin your high school career.

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### Planning Your Education

Your school provides this course curriculum guide as a means of assisting students and parents in planning their high school course of study. Consideration should be given to planning the entire four year program with specific outcomes in mind. Is the student planning on attending a two or four-year college? Is the student planning to enter the military or the work force upon graduation? The successful student will plan based on goals that he and his parents establish upon completion of high school. Therefore, students are encouraged to carefully select courses during the registration process. Your school's guidance counselors and teachers stand ready to assist them. Parents are invited and encouraged to actively participate by assisting their student.

Classes are scheduled based upon student requests. However, due to schedule conflicts and changes in course offerings, the staff cannot guarantee that students will be scheduled for all courses they request. Therefore, it is very important that students list alternatives in case of class conflicts. In addition, be aware that the school builds a master schedule and employs teachers based on students' requests; therefore, schedule changes after the deadline will only be considered on a very limited basis. Students should see their guidance counselor for a list of the schedule change requests that will be honored and the deadline by which these requests must be submitted.

### Online Registration

Online Registration was implemented in 2004. It allows parents and students to request related arts courses for the next school year from home via the Internet. Families who do not have access to the Internet will be given opportunities to use school computers to register online. Parents and students should understand that requesting a related arts course through online registration does not guarantee that the student is placed in the course the next school year. Final placement in a course is dependent upon enrollment, scheduling feasibility, and teacher allocation. Schools will post the courses that they will be offering the next school year in a course curriculum guide which will be located on the school's website. Parents without Internet access at home will receive a printed copy of the course curriculum guide by request. The window for students to select related arts courses online is posted by the school on the school's website and in parent newsletters. Schools will provide instructions on accessing the online registration tool.

## State Diploma Requirements

**English** – 4 Units

**Math** – 4 Units

**Science** – 3 Units

**US History** – 1 Unit

**Economics** – ½ Unit

**Government** – ½ Unit

**Other Social Studies** – 1 Unit

**Physical Education or ROTC** – 1 Unit

**Computer Science** – 1 Unit

**Foreign Language or Occupational Specialty** – 1 Unit

**Electives** – 7 Units

**Exit Examination**

Students must also pass the South Carolina adopted High School Assessment Program test which is administered beginning in the 10<sup>th</sup> grade.

## Unit Requirements for Grade Advancement

**24 Units of Credit are required to obtain a SC High School Diploma.**

**Grade 9**

Successful completion of eighth grade

**Grade 10**

5 units (must include English 1, one unit of mathematics and three other units)

**Grade 11**

11 units (must include English 1 and 2, two units of mathematics, one science, and six other units)

**Grade 12**

17 units (must include English 1, 2, and 3, three units of mathematics, two units of science, and nine other units)

## IGPs, Career Clusters and Personal Pathways to Success

The South Carolina Education and Economic Development Act (EEDA) requires school districts to develop a curriculum organized around the career cluster system—16 career clusters, schools of study, and majors. In the organization of the district curriculum around the career cluster system, Greenville County Schools divided the 16 career clusters into five schools of study. These five schools of study include School of Arts, Media, & Communication; School of Business, Marketing & Information Systems; School of Engineering, Manufacturing & Environmental Sciences; School of Health Science; and School of Public and Human Services. Under each school of study a student will find related career clusters. The career clusters are then broken down into academic focus areas (majors) that students may choose based on interests and skills.

Personal Pathways to Success is the name given to this reorganization of the curriculum which is designed to help students take control of planning for their futures. Personal Pathways to Success provides the solid mix of academic and technical skills students need to compete in the global economy. It gives students a reason to achieve in school by connecting success in school with success in life. It maintains South Carolina's core academic requirements while opening up pathways to success for students no matter where they lead – to two-year colleges, four-year colleges or universities, the military, or directly into the workforce. Students, parents, and counselors work together to develop Individual Graduation Plans (IGP) that specify a student's cluster, academic focus (major), post-secondary goals, planned high school activities, and planned out-of-class activities. The Individual Graduation Plan (IGP) is a document that states the student's intentions related to courses that are taken during high school. **The IGP is initiated in the 8th grade with the choice of a cluster area. When the IGP is updated in the 10th grade, the student will select an academic focus (major) within their cluster of choice.** The courses that are taken are determined by the student's interests. It can be modified over time as interests and skills develop or change. The IGP is like a road map to the future: if the student stays on course, the student will reach the destination – graduation – with all the courses, skills and experience needed to take his education or career to the next level. Each year the student, parents/guardians, and counselors will review and update the plans for the coming year. Switching clusters or majors is okay -- as the high school years progress and the student learns more about his interests and skills there are bound to be changes in choice of coursework. It is just as important for a student to learn what he doesn't like as it is for him to learn what he does like. Just remember: This is a road map to the future.

The following link provides more information on Personal Pathways to Success: <http://www.greenville.k12.sc.us/district/schools/eeda/index.asp>

## Uniform Grading Scale

The following conversion table will be used to determine GPR and rank in class.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	Dual Credit AP/IB
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.50	5.00	5.50
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.00	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0-61	F	0	0	0
61	FA	0	0	0
61	WF	0	0	0
--	WP	0	0	0

\*Credit for a course will be awarded for a grade of 70 or above. A score of 69 or below will result in no credit for that course.

Grade point ratios will be figured uniformly in all schools using the following formula. The formula will yield each student's GPR which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

## College Admission Requirements

Usually college admissions requirements are far beyond the minimum requirements for high school graduation. Students who plan to attend college should consult catalogs of colleges to assure that they are choosing the right courses. Colleges also look at the GPA and class rank as well as College Entrance Exam scores such as the SAT or ACT for admission.

Since the fall of 1988, public senior colleges and universities in South Carolina have required that applicants for freshmen admission (who graduated from high school in 1988 or subsequent years) must have completed certain high school courses before being admitted. The required courses include the following:

**FOUR UNITS OF ENGLISH:** At least two units must have strong grammar and composition components, at least one must be in **English literature**, and at least one must be in **American literature**. Completion of College Preparatory English I, II, III and IV will meet this criterion.

**FOUR UNITS OF MATHEMATICS:** These include **Algebra I** (for which **Applied Mathematics I and II** may count together as a substitute, if a student successfully completes **Algebra II**), **Algebra II**, and **Geometry**. A **fourth higher-level mathematics course** should be selected from among **Algebra III/trigonometry, precalculus, calculus, statistics, or discrete mathematics or a capstone mathematics course and should be taken during the senior year.**

**THREE UNITS OF LABORATORY SCIENCE:** Two units must be taken in two different fields of the physical or life sciences and selected from among **biology, chemistry, or physics**. The third unit may be from the same field as one of the first two units (**biology, chemistry, or physics**) or from any **laboratory science** for which **biology and/or chemistry** is a **prerequisite**. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is **not** a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a **prerequisite** to the three required units of laboratory science outlined in this section. **It is also strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.**

### TWO UNITS OF THE SAME FOREIGN LANGUAGE

**THREE UNITS OF SOCIAL SCIENCE:** One unit of **U.S. History** is required; a half unit of **Economics** and a half unit in **Government** are strongly recommended.

**ONE UNIT OF FINE ARTS:** One unit in Appreciation of, History of, or Performance in one of the fine arts.

**ELECTIVE:** One unit must be taken as an elective. A college preparatory course in **Computer Science** (i.e. involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in **English, fine arts, foreign languages, social science, humanities, laboratory science** (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite), or **mathematics above the level of Algebra II.**

### ONE UNIT OF PHYSICAL EDUCATION OR ROTC

## Guidelines for Courses

State Dept. of Education regulations and Greenville County Schools Board of Trustee policies/rules that relate to high school course offerings offer the following guidance:

- Students are not allowed to take the same course twice. The only exception is if the student has earned a D or an F in that course. If the student chooses to retake such a course, he must do so within a year. The student's transcript will reflect all courses taken and the grades earned.
- Students taking courses for a Carnegie unit prior to their ninth grade year may retake any course regardless of grade earned. In this case, only the retake grade will be used in figuring the student's GPA, and only the retake attempt will show on the transcript. This rule will apply whether the retaken grade earned is higher or lower.
- Courses that include students who are part of a team, club, or organization must be open to all other students who meet the prerequisites and who want to benefit from the content and skills taught.
- Carnegie units are not to be awarded for extracurricular activities or preparation for interscholastic competition such as band competition practice, football practice, cheerleading practice, dance team rehearsals, forensic tournament rehearsal or student council activity.
- Students are not allowed to earn a Carnegie unit for being a teacher's aide with the exception of the science lab assistant and the media center specialist's assistant.
- Study halls are not permitted in Greenville County Schools.
- Schools offering courses in Service Learning and/or other work-based, credit-bearing instructional experiences such as Internship or Cooperatives are to abide by all rules governing those experiences and courses. Students must attend class a minimum of one day per week if they are engaged in their work-based projects outside the school. Insurance forms, attendance logs, and performance evaluation documentation must be on file at the school. Teachers of these courses are required to make site visits and to keep appropriate documentation on each student.
- An honors course must have a published syllabus that verifies rigor that is sufficiently beyond the college prep requirements.
- Honors-level texts and other course materials must be differentiated and more rigorous than those used in the college prep courses.
- Honors-level courses may be offered in English, math, science, and social studies. Additionally, honors weighting may be designated in other content areas for the third and fourth level of the courses provided the standards above are met. Honors weighting may not be designated in any physical education or ROTC course.
- In elective areas, third and fourth level courses must contain the prerequisite of the first and second level of the course - by state recommendation.
- **Teacher recommendation** means that a teacher recommends a course as a future path for that student. The appropriate content-area teacher is designated in the prerequisite.
- **Instructor approval** means that the teacher who is actually teaching the course must approve of that student's placement in the course.
- Specific instances demanding an exception to the grade level requirement for a course must be addressed by the appropriate Teaching and Learning consultant.
- Students and parents who disagree with a recommendation made by a teacher may choose to complete a "Parent Override Request" and set up a conference with the teacher who made the placement. The form is available through the guidance office at the school.
- Curriculum Guide Key:
  - AP – Advanced Placement Level Course
  - IB – International Baccalaureate Course
  - CP – College Preparatory Course
  - H – Honors Level Course

## Career Center Program

Greenville County Schools has four career centers which provide the students an opportunity to study and prepare for the career of their choice. Students attend the career center for either a one-year or two-year program in the field of their choice. Programs include, but are not limited to, automotive technology, web design, early childhood education, culinary arts, health science technology, welding, automotive collision repair, carpentry/building construction, drafting, marketing, criminal justice, and agricultural education. Students attend the career center for either three hours in the morning or three hours in the afternoon after receiving their core academic courses at the home-based high school. Students are also provided the opportunity to gain practical work experience while at the career center through various work-based experiences, including but not limited to, co-operative education, internships, and shadowing. The faculty at the career center is made up of individuals who have extensive work experience in the field they teach, as well as teaching experience. Courses at the career center each award two units of credit per semester, and many of the courses are dual credit. In dual credit courses, students receive both high school credit and college credit from Greenville Technical College. For more information on courses available at a particular career center, students can check the website of the career center or call the career center.

Donaldson Career Center: <http://www.greenville.k12.sc.us/donaldsn/>

Enoree Career Center: <http://www.greenville.k12.sc.us/enoree/index.asp>

Golden Strip Career Center: <http://www.greenville.k12.sc.us/gstripcc/>

J. Harley Bonds Career Center: <http://www.greenville.k12.sc.us/bonds/>

## Registering for a Career Center Course

All students who wish to register for a Career Center program are to contact either their school's counselor or a counselor at the Career Center to receive instructions on completing the application process.

## Fine Arts Center Program

The Fine Arts Center of Greenville County, the first specialized arts school in South Carolina, was established in August of 1974. The Center serves students from 14 district schools, from private, charter and homes schools, and students from outside Greenville County who pay a yearly tuition to attend. The purpose of the Fine Arts Center is to provide advanced comprehensive arts instruction to students who are artistically talented and who wish to take an intensive pre-professional program of study. Students who apply to the Fine Arts Center are selected on the basis of talent, motivation and commitment to their discipline, as indicated by academic records, a teacher recommendation and an audition/interview. Students who are interested in applying should contact either their school's counselor or the Fine Arts Center counselor to receive instructions on completing the application process. Students attend the Fine Arts Center five days a week in the morning or afternoon for 110 minutes of instruction, spending the remainder of their time in academic studies at the home high school. Curricula are rigorous and fast-paced and most are equivalent to college level courses. The faculty are highly trained and widely experienced. The students are studying with active and successful artists who practice what they teach in the classroom – performing, designing, assembling, photographing, filming, writing, researching, publishing, and exhibiting. Each year approximately 300 students attend the Fine Arts Center, and of that number, many go on to receive honors, awards, and scholarships. <http://www.fineartscenter.net/>

# Greenville Senior High School

## Academy of Law, Finance, and Business

2012 – 2013 Freshman Academy Guide

### The Mission:

The mission of the Freshman Academy is to facilitate and support the students' effort to make a successful transition from middle school through high school.

### The Vision:

The GHS Freshman Academy vision is the engagement of students in a supportive environment that values self-motivation, independence, commitment, high expectations, positive social interactions, and meaningful relationships and develops the responsible, adaptable learners of the future.

### Purpose

- Improve student achievement
- Help students build positive school relationships
- Reduce retention rates
- Improve student GPAs
- Improve study habits
- Improve GHS's graduation rate
- Raise End of Course Exam scores
- Improve student involvement in school activities
- Track individual student progress

### Our Goals:

- #1 Improve each EOC pass rate (Algebra 1, English 1, Biology 1) by 5% annually.
- #2 Increase the number of students who successfully complete the requirements for promotion to 10th grade to 92%.
- #3 Increase the number of students who have fewer than 10 days of absence by 10%.
- #4 Increase the number of students who have fewer than 3 referrals by 15%.

### Strategies for Success:

- Individual Goal Setting
- Rewards for Positive Behavior/Grades
- Note-taking strategies (Cornell Notes)
- Study Strategies
- Integrated lessons and projects- Genographic Project, Science Fair
- Tracking Individual Student Data
- Innovative and Technology-based Instruction
- Enhanced Guidance Support
- Reading and Writing Focus in all areas

### Interventions:

- Free After School Tutoring
- Accelerated Reading
- Classworks Program
- USA Test Prep Access
- Credit Recovery Classes
- Full Time Intervention Specialist
- Seat Time Recovery
- Virtual School and Twilight School

## **Registration Guidelines and Terms**

- All 9th graders will sign up for a total of seven courses and will pick three alternative courses.
- English, Math, Science, and Social Studies teachers will make recommendations for the appropriate courses and levels.
- The Honors level is for academically gifted students who have the ability and motivation to pursue an accelerated program.
- If there is a disagreement with a recommendation, the student's middle school counselor should be contacted to set up a conference. Parent overrides should be handled at the middle school. Parent overrides will only be honored if space is available in the course requested. The student must meet published school district prerequisites before a change can be considered. The parent and student assume responsibility for success in the course and understand that the student must complete the course, (i.e., the student will not be allowed to drop to a lower level or move up to a higher level during the school year).
- It is recommended that students register for Physical Education or ROTC.
- Students who have taken Keyboarding may sign up for a year long Computer Science course.
- Students who have not taken Keyboarding may sign up for Keyboarding (one semester) and Computer Apps (one semester).
- Students taking courses for a Carnegie unit prior to their 9th grade year may retake such courses during their 9th grade year. In this case, only the 9th grade retake grade will be used in figuring the student's GPR and only the 9th grade attempt will show on the transcript. This rule will apply whether the grade earned is higher or lower than the pre-ninth grade attempt.
- Each course a student passes (grade of 70 or above) will result in a credit earned. Courses offered as year long will be awarded one credit. Courses offered for the semester will be 1/2 credit. Students registering for semester long courses should sign up for two of these courses.
- Visit Greenville High School's website at [www.greenville.k12.sc.us/gvilleh](http://www.greenville.k12.sc.us/gvilleh) for more information.

## **Academy of Law, Finance, and Business**

Greenville High School Academy of Law, Finance, and Business offers a unique and specialized program that prepares students for the 21st century. While exploring a wide variety of topics and issues, students will develop an understanding of our legal system and the world's financial and business markers. These programs will open students' minds to a wider world of career opportunities. Our focus programs are offered to all students who attend Greenville High School.

Choosing a focus area allows a student to explore a career area and gain a better understanding of the fundamentals of law, finance or business. Entry into college or a university or entering the workforce is becoming very competitive, and following a focus area of study can give every student a needed edge.

Focus courses offered for 2012-2013 are:

### Law

Law Education  
Family Law  
Family Law II H  
Forensic Science (H)  
Criminal Law I  
Criminal Law II H

### Finance

Accounting I  
Accounting II  
Business Finance

### Business

Accounting I  
Accounting II  
Business Law  
Digital Desktop Publishing  
Entrepreneurship  
Fundamentals of Business and Marketing  
Integrated Business Applications  
Marketing  
Sports and Entertainment Marketing  
Virtual Enterprise I

## **Early College**

Beginning with the 2011-2012 school year, Greenville High School is offering a program called Early College. Early College is designed to offer upper classmen the opportunity to take college classes while concurrently enrolled in high school.

Students may earn dual credit, a high school Carnegie unit and college credits through this program. The courses offered are real college courses, taken at Greenville High or at Greenville Tech, taught by real college instructors. These courses help students to get a head start on college. Those interested in this program are urged to contact their guidance counselor or Pam Player.

## **College Prep and Honors Courses**

Greenville High offers a variety of levels of courses within our curriculum. Our courses range from introductory level to highly developed levels, Applied courses to AP courses. Our goal at GHS is to place students in the highest levels of courses for which they can be successful. For any particular student, this may include Applied or College Prep in some subjects, Honors or AP in other subjects. While all courses cover the South Carolina State Curriculum Standards, there are some fundamental differences in the levels of the courses. College Prep courses are designed to prepare students for rigorous high level courses. Honors courses are designed for academically gifted students who are preparing for rigorous college level courses while in high school.

## **Advanced Placement Courses**

AP can change your life. Through college-level AP courses, you enter a universe of knowledge that might otherwise remain unexplored in high school; through AP Exams, you have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

Why participate? With courses and exams across fourteen subject areas, AP at Greenville High offers something for everyone. The only requirements are a strong curiosity about the subject you plan to study and the willingness to work hard. Here are just a few reasons to sign up:

- Gain the Edge in College Preparation
  - Get a head start on college-level work.
  - Improve your writing skills and sharpen your problem-solving techniques.
  - Develop the study habits necessary for tackling rigorous course work.
  
- Stand Out in the College Admissions Process
  - Demonstrate your maturity and readiness for college.
  - Show your willingness to push yourself to the limit.
  - Emphasize your commitment to academic excellence.
  
- Broaden Your Intellectual Horizons
  - Explore the world from a variety of perspectives, most importantly your own.
  - Study subjects in greater depth and detail.
  - Assume the responsibility of reasoning, analyzing, and understanding for yourself.

How do you enroll? Once you've decided to take the AP challenge, it's easy to enroll. Talk to the appropriate AP teacher or the AP Coordinator at your school about the course you want to take. Discuss the course's workload and any preparation you might need. Then ask yourself the following questions:

- What are your reasons for taking the course?
- Do you have the necessary prerequisites?
- Does the appropriate teacher recommend you for the course?
- What are your academic strengths?
- Will you make the necessary commitment to a college-level workload (both in-class and out-of-class)?
- Will college admissions committees prefer seeing a C in an AP course, or a B in an Honors course?

## Course Descriptions

### English

**Title:** Eng 1CP:Genre Studies

**Unit Credit:** 1.00

**Grade Level:** 9

**Prerequisite:** 8th grade MAP RIT scores in Reading less than 240

This course is designed to prepare students for the rigor of high school English. The curriculum is a genre study of major genres: drama, poetry, fiction and non-fiction. Writing instruction will be integrated with the literary selections as students attempt to model an author's style, write persuasively, or write analytically about what they have read. Major literary selections will include classics as well as contemporary options. Grammar, mechanics, usage, and spelling will be taught through mini-lessons integrated with the writing instruction. A major research product will be created. The course will fully prepare students for the EOC testing in English 1. Note: To fully meet their academic potential, students scoring less than 215 on the MAP Reading test should enroll concurrently in Accelerated Reading, a course designed to provide targeted intervention in those reading comprehension weaknesses identified through MAP testing. Students taking English 1 and Accelerated Reading will earn 2 units of credit, one unit of core English credit and one elective credit.

**Course Number:** 301133CW

**Duration:**

**Short Title:**

**Title:** Eng 1H:Genre Analysis

**Unit Credit:** 1.00

**Grade Level:** 9

**Prerequisite:**

Students should meet at least five of the following seven criteria: PASS scores of Exemplary in both 6th and 7th grade; Identified as GTA (eligible for Gifted and Talented programs) in middle school English-Language Arts; 8th grade Fall MAP RIT score of 240 or above in Reading; Unsuccessful attempt at English 1 Honors in the 8th grade (earned 80 or below); High level of performance in reading and writing skills; Ability to think critically and demonstrated enthusiasm for language arts; Teacher recommendation

This is an honors-level course for academically gifted students who have the ability to pursue an accelerated English program. These students are preparing for Advanced Placement English (college level courses) in high school; therefore, the coursework will reflect more rigor than other English 1 courses. Literary study includes all genres, and students will be required to read extensively from texts with a wide range of complexity. Students in English 1 Honors will be expected to exhibit critical thinking skills when analyzing what they have read. Nonfiction readings will include literary criticism as well as political essays, memoirs, and historical texts. Composition skills of those entering English 1 Honors must exceed mere proficiency and should exhibit the student's understanding of voice, style, and purpose. Grammar and usage skills will be reviewed through mini-lessons preceding each writing assessment. Students should expect major essay assignments on a frequent basis and for writing skills to constitute a large percentage of the final grade. Students will also create a major research product. The rigor of this course will fully prepare students for the EOC testing in English 1 and all future Honors or AP English courses.

**Course Number:** 301135HW

**Duration:**

**Short Title:**

**Title:** Eng 2H:Amer Lit Analysis

**Unit Credit:** 1.00

**Grade Level:** 9-10

**Prerequisite:**

Students should meet the following criteria: Earned 80 or above in English 1 Honors Genre Analysis; 9th grade Fall MAP RIT score of 243 in Reading; 9th grade MAP RIT score of 240 in Language; Ability to think critically and demonstrated enthusiasm for language arts; Teacher recommendation

This is an honors-level course for academically gifted students who have the ability to pursue an accelerated English program. These students are preparing for Advanced Placement English - Language and Composition or Literature and Composition (college level courses) in high school; therefore, the coursework will reflect more rigor than other English 2 courses. Literary study will focus on a survey of American Literature. Students will be required to read extensively from multiple genres and texts with a wide range of complexity. Students in English 2 Honors will be expected to exhibit critical thinking skills when analyzing what they have read. Nonfiction readings will include literary criticism as well as political essays, biographies, and historical texts. Composition skills of those entering English 2 Honors must exceed mere proficiency and should exhibit the student's understanding of the writer's craft. Grammar and usage skills will be reviewed through mini-lessons preceding each writing assessment. Students should expect major essay assignments on a frequent basis and for writing skills to constitute a large percentage of the final grade. The rigor of this course will fully prepare students for the HSAP exam taken in the spring of the 10th grade year and for all future Honors or AP English courses.

**Course Number:** 301235HW

**Duration:**

**Short Title:**

**Title:** Accelerated Reading

**Unit Credit:** 1.00

**Grade Level:** 9-10

**Prerequisite:** None

This elective course is for the struggling reader who is reading at least two grades below grade level. Various diagnostic tests and multi-level materials of high interest are used to individualize each student's program. Instruction focuses on word attack skills, vocabulary development, comprehension, and dictionary skills to improve reading and communication. This course does not take the place of any required English course.

**Course Number:** 309953CW

**Duration:**

**Short Title:**

### Math

**Title:** Alg 1CP, Part A

**Unit Credit:** 1.00

**Grade Level:** 9-10

**Prerequisite:** District criteria and Teacher recommendation

This course is the first half of a two-year program that will prepare students for academic or workplace options. This course is intended for students who, as ninth graders, are not yet ready for the rigor of an Algebra 1 class. The sequence of courses, Algebra 1 Part A and Algebra 1 Part B, meets the state Algebra 1 standards and will be recognized by South Carolina colleges as Algebra 1 if followed by successful completion of Algebra 2. This program of mathematical studies focuses on the development of the student's ability to understand and apply mathematics to solve realistic workplace problems. Emphasis is on active participation through appropriate project work, laboratory activities, group and individual assignments, discussion, practice, and exposition. Hand-held graphing calculators are recommended for instruction and assessment. The course will be taught through the use of best practices and research-proven instructional strategies which address the way each student learns best and offer multiple opportunities for students to master material.

**Course Number:** 314101CW

**Duration:**

**Short Title:**

**Title:** Algebra 1 H **Course Number:** 411103HW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 7-10 **Short Title:**  
**Prerequisite:** Math teacher recommendation  
This honors-level course will be a more extensive study of the algebraic concepts traditionally covered in Algebra 1. It is an intense program that includes all topics taught in Algebra 1 as well as additional enrichment topics. Students in this course must take a state-mandated end-of-course test as the final exam, and it will count as 20% of the final grade.

**Title:** Algebra 1 CP **Course Number:** 411105CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-10 **Short Title:**  
**Prerequisite:** District criteria and Teacher recommendation  
This course includes writing expressions, solving linear equations, operations with polynomials, factoring, linear functions, and word problems. Students will also be introduced to non-linear functions such as exponentials and quadratics. In Algebra 1, hand-held graphing calculators are strongly recommended as part of instruction and assessment. Students will take the South Carolina EOC Algebra 1 exam as the final exam in this course, it will count 20% of the final grade.

**Title:** Algebra 2 H **Course Number:** 411203HW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Algebra 1 CP with Math teacher recommendation or Algebra 1 Honors  
This honors-level course will be a more extensive study of the algebraic concepts traditionally covered in Algebra 2 and includes the study of logarithmic and polynomial functions. Students will be required to work with more intensity.

**Title:** Geometry H **Course Number:** 412103HW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 8-10 **Short Title:**  
**Prerequisite:** Algebra 1 Honors or Algebra 1 CP with Math teacher recommendation  
This honors-level course is for motivated mathematics students who are candidates for AP Calculus. It includes all topics taught in Geometry as well as a unit in formal logic and other enrichment topics.

## Science

**Title:** Biology 1 H **Course Number:** 322103HW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Alg 1 Honors, or Alg 1 Honors concurrent, Science teacher recommendation  
This honors-level course encompasses interrelationships of living things, levels of biological organization, human biology, social implications, biochemistry, and genetics. Extensive laboratory work and problem-solving are essential components. Beginning with the 2010-2011 school year, the state required end-of-course test in Biology will be administered as the final exam for this class and the class will be required for graduation. The grade on the end-of-course test will count as 20% of the student's final grade.

**Title:** Biology 1 CP **Course Number:** 322104CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Alg 1 CP, or Alg 1 CP concurrent, Science teacher recommendation  
This course includes laboratory work and extensive study of specimens. Course content encompasses interrelationships of living things, levels of biological organization, human biology, social implications, biochemistry, and genetics. Beginning with the 2010-2011 school year, the state required end-of-course test in Biology will be administered as the final exam for this class and the class will be required for graduation. The grade on the end-of-course test will count as 20% of the student's final grade.

## Social Studies

**Title:** Law Education **Course Number:** 333601CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Social Studies teacher recommendation  
This elective course involves a study of different types of law, their development, and their role in a democratic society. Emphasis will be placed on citizen rights and responsibilities, law enforcement, the judicial system, liberty, and justice. Topics include criminal law, juvenile justice, torts, consumer, family, and housing law, and individual rights and responsibilities. The course focuses on the interpretation of cases and law enforcement procedures.

**Title:** AP Human Geography **Course Number:** 337905AW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Social Studies teacher recommendation  
This college-level course is designed to allow students to study in depth the nature and perspectives of geography, population, cultural patterns and processes, political spatial organization, agricultural and rural land use, industrialization and economic development, and cities/urban land use. Students are required to take the AP exam in May. This course may take the place of Global Studies 1 or Global Studies 2.

**Title:** Global Studies 1 CP

**Unit Credit:** 1.00

**Grade Level:** 9-10

**Prerequisite:** Social Studies teacher recommendation

Global Studies 1 CP is a chronological study of the world from the development of civilization through the late Middle Ages. This course focuses on the history of early civilizations, empires of the ancient world and classical civilizations and changes and developments in civilizations around the world to c. 1500. Geography skills and connections to the present are strong components of the course with relevant economic, political, cultural and geographical content interwoven in the curriculum. Students will apply higher order thinking skills as they consider content throughout the course.

Note: This course can only be taken ONE time.

**Course Number:** 339994CW

**Duration:**

**Short Title:**

**Title:** Global Studies 1 H

**Unit Credit:** 1.00

**Grade Level:** 9-10

**Prerequisite:** Social Studies teacher recommendation

Global Studies 1 Honors is a chronological study of the world from the development of civilization through the late Middle Ages. This course focuses on the history of early civilizations, empires of the ancient world and classical civilizations, and changes and developments in civilizations around the world to c. 1500. Geography skills and connections to the present are strong components of the course, with relevant economic, political, cultural and geographical content interwoven in the curriculum. Course requirements include parallel readings, critical research, and authentic products and performances. It is strongly recommended that students have Honors English placement. Note: This course can only be taken ONE time.

**Course Number:** 339994HW

**Duration:**

**Short Title:**

## Arts

**Title:** Art 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** None

This introductory course provides students with problem-solving experiences in two and three-dimensional media, stressing design elements (line, shape, form, value, color, space, and texture), and design principles, (proportion, emphasis, harmony/unity, balance, rhythm/movement, contrast repetition/ pattern, and variety). Emphasis is on the development of basic skills.

**Course Number:** 350101CW

**Duration:**

**Short Title:**

**Title:** Marching Band 1

**Unit Credit:** 1.00

**Grade Level:** 9

**Prerequisite:** Participation in the middle school program or private study.

This course emphasizes basic musicianship and performance techniques on individual woodwind brass and percussion instruments. Students concentrate on developing technique, breath control, tone quality, range, and proper posture. Students participate in small and large ensembles, in which quality traditional and contemporary literature reinforce important musical concepts. Students also receive instruction in marching band fundamentals and apply them to field performance.

**Course Number:** 353101CW

**Duration:**

**Short Title:**

**Title:** Inst. Chamber 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** Participation in the middle school program or private study.

This is an introductory course in which students develop intermediate level technique and musicianship based on the study of general musicianship, individual pedagogy, solo repertoire, and chamber music specific to brass, woodwind, or percussion ensembles. It is designed to develop the particular musicianship and leadership skills necessary to perform within a small group.

**Course Number:** 353169CW

**Duration:**

**Short Title:**

**Title:** Chorus 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** None

This course emphasizes the development of basic vocal techniques and skills including good posture, tone quality, breath support, diction, and attack and release. Attention is given to the elements of music including music reading. Students may have the opportunity to sing in Latin and other foreign languages. Vocal independence is emphasized and the elements of music are reinforced through the performance and study of quality literature.

**Course Number:** 354101CW

**Duration:**

**Short Title:**

**Title:** Orchestra/strings 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** Participation in the middle school program or private study and teacher recommendation

This course is a supplementary experience for students with superior musical talents. This course emphasizes basic musicianship on individual strings or orchestra instruments. Students concentrate on developing technique, tone quality, range, and proper posture. Students receive concentrated instruction in performance techniques and have the opportunity to apply them through solo performance and chamber ensemble participation.

**Course Number:** 355101CW

**Duration:**

**Short Title:**

**Title:** Music Appreciation 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** None

This course emphasizes the study of composers and styles of each period of music from the Renaissance to the Twentieth Century. The development of listening skills is of primary importance and the course includes guided listening experiences through live concerts and recordings. The course stresses literature from the mainstream of music and music of different cultures and ethnic groups.

**Course Number:** 356101CW

**Duration:**

**Short Title:**

**Title:** Drama 1 **Course Number:** 452101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
In this course students will develop basic skills and techniques of set design, acting, and directing and will participate in all aspects of a production. Intense study of a variety of plays and dramatic forms will be included. Students may be required to attend plays as assigned by the teacher/director.

**Title:** Crafts 1 **Course Number:** 459901CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
This is an introductory course in crafts. The language and history of crafts are emphasized as well as the relationship between the craft object and the elements and principles of design. A variety of craft tools, materials, and techniques are explored. A sketchbook and periodic critiques are required.

**Title:** Symphonic Band 1 **Course Number:** 459973CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9 **Short Title:**  
**Prerequisite:** Participation in the middle school program or private study and teacher recommendation  
This course emphasizes basic musicianship and performance techniques on individual woodwind brass and percussion instruments. Students concentrate on developing technique breath control tone quality range and proper posture. Students participate in small and large ensembles in which quality traditional and contemporary literature reinforce important musical concepts. The major emphasis of this course is on traditional concert literature. Students will have the opportunity to perform as soloists and members of ensembles.

**Title:** Guitar 1 **Course Number:** 459987CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
The beginning and intermediate study of guitar technique will include classical and contemporary styles of music while using both standard and tablature musical notation.

## Foreign Language

**Title:** French 1 CP **Course Number:** 361107CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 8-10 **Short Title:**  
**Prerequisite:** None  
This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will first begin to develop aural and oral skills, then read and write what they can say—familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will begin to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture they study. Students will also develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** French 2 CP **Course Number:** 361207CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** French 1  
This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will continue to learn to use predictable language in familiar settings and begin to not only express basic needs, but elaborate on them. They will continue to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. Students will continue to develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** French 2 CP Adv **Course Number:** 361274CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** French 1  
This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will continue to learn to use predictable language in familiar settings and begin to not only express basic needs, but elaborate on them. They will continue to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. Students will continue to develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study.

**Title:** French 3 H **Course Number:** 361303HW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 10-12 **Short Title:**  
**Prerequisite:** French 2 CP and Foreign Language teacher recommendation  
This course continues to emphasize meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students in this course will elaborate on ideas, ask and answer questions, narrate and describe in sentences and groups of related sentences, and understand short oral and written passages. They will extend their language skills, become more accurate in the language they produce, and comprehend a greater variety of texts and generate responses, and initiate interactions in the language in more complete ways. They

will recognize the interrelatedness of cultural products, practices, and perspectives. They will use their language to expand knowledge of other content areas and gain awareness of multiple viewpoints. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study.

**Title:** Latin 1 CP  
**Unit Credit:** 1.00  
**Grade Level:** 9-12  
**Prerequisite:** None

**Course Number:** 363107CW  
**Duration:**  
**Short Title:**

This is the first course in a sequential, articulated program of study of the Latin language and Greco-Roman culture. Students will learn basic functions of the language, and identify and understand the relationship among practices, products, and perspectives of the Greco-Roman culture. Students will also increase their understanding of English. Emphasis will be placed on the development of skills in reading and comprehension of authentic Latin passage, with grammar taught in context. Integration of other disciplines, with special emphasis on English Language Arts, will be ongoing throughout the course.

**Title:** Spanish 1 CP  
**Unit Credit:** 1.00  
**Grade Level:** 8-10  
**Prerequisite:** None

**Course Number:** 365107CW  
**Duration:**  
**Short Title:**

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will first begin to develop aural and oral skills, then read and write what they can say—familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will begin to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture they study. Students will also develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** Spanish 1 CP Adv  
**Unit Credit:** 1.00  
**Grade Level:** 9-12  
**Prerequisite:** None

**Course Number:** 365115CW  
**Duration:**  
**Short Title:**

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will first begin to develop aural and oral skills, then read and write what they can say—familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will begin to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture they study. Students will also develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study.

**Title:** Spanish 2 CP  
**Unit Credit:** 1.00  
**Grade Level:** 9-12  
**Prerequisite:** Spanish 1

**Course Number:** 365207CW  
**Duration:**  
**Short Title:**

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will continue to learn to use predictable language in familiar settings and begin to not only express basic needs, but elaborate on them. They will continue to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. Students will continue to develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** Spanish 2 CP Adv  
**Unit Credit:** 1.00  
**Grade Level:** 9-12  
**Prerequisite:** Spanish 1

**Course Number:** 365274CW  
**Duration:**  
**Short Title:**

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will continue to learn to use predictable language in familiar settings and begin to not only express basic needs, but elaborate on them. They will continue to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. Students will continue to develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study.

**Title:** Spanish 3 H  
**Unit Credit:** 1.00  
**Grade Level:** 10-12  
**Prerequisite:** Spanish 2 CP and Foreign Language teacher recommendation

**Course Number:** 365303HW  
**Duration:**  
**Short Title:**

This course continues to emphasize meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students in this course will elaborate on ideas, ask and answer questions, narrate and describe in sentences and groups of related sentences, and understand short oral and written passages. They will extend their language skills, become more accurate in the language they produce, and comprehend a greater variety of texts and generate responses, and initiate interactions in the language in more complete ways. They will recognize the interrelatedness of cultural products, practices, and perspectives. They will use their language to expand knowledge of other content areas and gain awareness of multiple viewpoints. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study.

## Physical Education

**Title:** PhysicalEducation1 **Course Number:** 344101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9 **Short Title:**  
**Prerequisite:** None  
Physical Education 1 provides opportunities for students to become competent and proficient in two movement forms elected from a variety of choices (selected from: net/racket, target, team, outdoor pursuits, individual, and dance). Students will also be able to design and develop a personalized physical fitness program, participate regularly in health-enhancing physical activity beyond the physical education class, and meet the gender and age group health-related physical fitness standards. PE 1 is required for graduation.

**Title:** Family Health **Course Number:** 340112CH  
**Unit Credit:** 0.50 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
This elective course focuses on evaluating, advocating, and coordinating valid resources and services to meet the needs of students, families, and communities. Instruction will also include Environmental Health and CPR and First Aid instruction through the American Red Cross including responding in a variety of emergency situations.

**Title:** ComprehensiveHealthEd **Course Number:** 340212CH  
**Unit Credit:** 0.50 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** None  
This elective course focuses on teaching students the information and the skills needed to become health literate, maintain and improve personal health, prevent disease, and reduce health-related related risk behaviors as outlines in the SC Health and Safety Curriculum Standards. The course content areas include Personal Health and Wellness, Nutritional Choices, Mental Health, Preventing Injuries, Alcohol, Tobacco, and Other Drugs and Family Living.

## Career and Tech

**Title:** ComputerApps1 **Course Number:** 500802CH  
**Unit Credit:** 0.50 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Keyboarding or documented skill proficiency  
This course is designed to introduce students to software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts.

**Title:** IntBusinessApps1 **Course Number:** 502001CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Keyboarding or documented skill proficiency  
This course is designed to teach students software applications that are necessary to live and work in a technological society. The applications covered include word processing, database, spreadsheet, and presentation. Other content areas may include computer hardware, terminology, and concepts. This course will meet the computer science requirement.

**Title:** FundBus/Mktg/Fin **Course Number:** 509001CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-10 **Short Title:**  
**Prerequisite:** None  
This course is designed to encourage students to pursue successful careers in business, marketing, and finance. Students will gain a basic understanding of business operations and management concepts. This course will increase students' knowledge about corporate enterprise and its role in a global society.

**Title:** Keyboarding **Course Number:** 510002CH  
**Unit Credit:** 0.50 **Duration:**  
**Grade Level:** 7-12 **Short Title:**  
**Prerequisite:** None  
This course is designed to provide an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad using the touch method of keystroking. Emphasis is placed on development of accuracy and speed, proper techniques, and correct fingering. Formatting of basic documents will be introduced.

**Title:** IntroEngDesign **Course Number:** 605101CW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 9-12 **Short Title:**  
**Prerequisite:** Teacher Rec  
A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. This setup exposes the student to engineering principles while requiring the students to maintain journals, organize their work, solve problems and complete a design project for each module. This course must be taught by a teacher who has received Project Lead the Way training. This course will meet the required computer science unit.

## Miscellaneous

**Title:** Naval JROTC 1

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** None

The ROTC curriculum and activities challenge the student to elevate and hone self-confidence, self-discipline, and leadership skills. It consists of formal classroom training (academic and physical exercise) supplemented by orientation trips to military activities and facilities in the area. Academic studies include military history and military science. Leadership studies include customs and courtesies of the military, cadet corps activities, study habits, time management, communication skills, and leadership and management studies. Co-curricular activities include drill team, color guard, etc. Cadets wear the ROTC uniforms one day per week. Uniforms and materials are provided by the participating branch of the military. Cadets are not required to enlist in the military.

**Course Number:** 375101CW

**Duration:**

**Short Title:**

## English Speakers of Other Languages (ESOL)

**Title:** ESOL 1 Assistance

**Unit Credit:** 1.00

**Grade Level:** 9-12

**Prerequisite:** Guidance Placement

This course is designed for the student who has a primary language other than English. Instruction will be provided in the areas of listening, speaking, reading, writing, and comprehension to assist students in classrooms where English is the language of instruction. Students will receive skills to aid in the transition to all academic areas, as well as help in the preparation for high school formal tests. Limited English proficiency should be determined by an approved language assessment instrument.

**Course Number:** 379994CW

**Duration:**

**Short Title:**