

# High Point Academy

## Course Description Guide



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## **High Point Academy Mission Statement**

Cultivating lifelong learners in a student-centered environment.

## **High Point Academy Vision Statement**

To be an exemplary school of choice for academically minded families.



\*High Point Academy works diligently to ensure that the information in the Course Guide is accurate and informative. Please note, new statutes, regulations, and personnel shifts may impact, negate, or change the implementation of programs and/or courses described. This Course Guide is intended to be a guideline for students as they move through their high school years.

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## General Information

### **Mission Statement**

The mission of the High Point Academy School Counseling Department is to provide a proactive, comprehensive, and developmentally appropriate program to address students' academic and career goals, in addition to supporting their personal and social needs. This is accomplished through a partnership with parents/guardians, staff, and community members to enable all students to become successful, productive, contributing citizens and lifelong learners in a diverse and changing world.

### **Motto:**

Students are always first.

### **Beliefs:**

All school counselors at High Point Academy believe:

- All children are unique and should be treated with respect and dignity.
- Every student can succeed.
- Learning is a lifelong process.
- Fostering a positive self-image is the collaborative effort of the school, home, and community which leads to responsible and productive citizenship.
- A comprehensive, developmental school counseling program is not a support service but an integral part of the total education program.
- A developmentally appropriate school counseling program provides important benefits to individual students by addressing their emotional, social, and academic needs.

# South Carolina High School Graduation Requirements

Each student must earn a total of 24 prescribed units of credit.

The current requirements to graduate with a high school diploma in South Carolina are:

<b>SUBJECT</b>	<b>REQUIRED UNITS</b>
<b>English/Language Arts</b>	<b>4 Units</b>
<b>Mathematics<sup>^</sup></b>	<b>4 Units</b>
<b>Science*</b>	<b>3 Units</b>
<b>US History</b>	<b>1 Unit</b>
<b>US Government</b>	<b>.5 Unit</b>
<b>Economics</b>	<b>.5 Unit</b>
<b>Other Social Studies</b>	<b>1 Unit</b>
<b>Physical Education/Health or JROTC</b>	<b>1 Unit</b>
<b>Computer Science</b>	<b>1 Unit</b>
<b>World Language or Career Technology (CTE)</b>	<b>1 Unit</b>
<b>Electives</b>	<b>7 Units</b>
<b>Total Units</b>	<b>24 Units</b>

<sup>^</sup>Math courses must include Algebra I or equivalent (Foundations of Algebra & Intermediate Algebra).

\*Science courses must include Biology I. All high school diploma requirements are up to date as of February 2022. More information can be found at <https://ed.sc.gov/districts-schools/state-accountability/high-school-diploma/>

## Entrance Requirements for South Carolina Four-Years Public Colleges and Universities

**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. (Some Universities/Colleges require 3 units)

**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 Human Geography are 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:** One unit of physical education to include one semester of health education. Exemption applies to students enrolled in Junior ROTC (possible club for 22-23 school year) and for students exempted because of physical disability or 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



## College and Career Readiness Indicators

In order to demonstrate college and career readiness, it is our goal to help students meet at least ONE of these important indicators by the end of their Senior year. These indicators, defined by the South Carolina Department of Education, are strong signs of a student's readiness for their next steps. However, keep in mind that colleges, universities, and employers set their own criteria for admissions and employment.

### College Readiness Indicators

1. ACT – Score 20 or higher
2. SAT – Score 1020 or higher
3. C or higher in six hours' worth of dual credit courses

### Career Readiness Indicators

5. WIN/R2W/WorkKeys or Other Career Assessment – Score Silver, Gold or Platinum
6. ASVAB – Score 31 or higher
7. CTE Completer
8. Work-Based Internship

## Profile of the South Carolina Graduate



**World Class Knowledge**

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

**World Class Skills**

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

**Life and Career Characteristics**

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills



Approved by SCASA Superintendent's Roundtable  
and SC Chamber of Commerce



## College Preparatory Course Prerequisite Requirements

**FOUR UNITS OF ENGLISH:** All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components.

**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.

**TWO UNITS OF THE SAME WORLD LANGUAGE:** Two units with a heavy emphasis on language acquisition. Many colleges now prefer or may even require three years of a foreign language.

**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 are strongly recommended.

**ONE UNIT OF FINE ARTS:** One unit in fine arts appreciation or performing arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual arts.

**ONE UNIT OF PHYSICAL EDUCATION OR JROTC:** One unit of physical education to include one semester of personal health. Exemption applies to students enrolled in Junior ROTC (Possible Club 22-23 school year) and for students exempted because of physical disability or for religious reasons.

**ONE UNIT OF COMPUTER SCIENCE:** One college preparatory course in computer science is required.

**FIVE UNITS OF ELECTIVES:** Five units must be taken as electives.. Other acceptable electives include college preparatory courses in English; fine arts; world languages; social science, mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite).

**Recommendations and Substitutions:**

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 and dual enrollment courses.

# South Carolina Uniform Grading Policy 10-point Grading Scale

Numerical Average	Letter Grade	CP/ADV Weighting	Honors Weighting	AP/Dual Credit Weighting
100	A	5	5.5	6
99	A	4.9	5.4	5.9
98	A	4.8	5.3	5.8
97	A	4.7	5.2	5.7
96	A	4.6	5.1	5.6
95	A	4.5	5	5.5
94	A	4.4	4.9	5.4
93	A	4.3	4.8	5.3
92	A	4.2	4.7	5.2
91	A	4.1	4.6	5.1
90	A	4	4.5	5
89	B	3.9	4.4	4.9
88	B	3.8	4.3	4.8
87	B	3.7	4.2	4.7
86	B	3.6	4.1	4.6
85	B	3.5	4	4.5
84	B	3.4	3.9	4.4
83	B	3.3	3.8	4.3
82	B	3.2	3.7	4.2
81	B	3.1	3.6	4.1
80	B	3	3.5	4
79	C	2.9	3.4	3.9
Numerical Average	Letter Grade	CP/ADV Weighting	Honors Weighting	AP/Dual Credit Weighting
78	C	2.8	3.3	3.8
77	C	2.7	3.2	3.7
76	C	2.6	3.1	3.6

75	C	2.5	3	3.5
74	C	2.4	2.9	3.4
73	C	2.3	2.8	3.3
72	C	2.2	2.7	3.2
71	C	2.1	2.6	3.1
70	C	2.0	2.5	3.0
69	D	1.9	2.4	2.9
68	D	1.8	2.3	2.8
67	D	1.7	2.2	2.7
66	D	1.6	2.1	2.6
65	D	1.5	2	2.5
64	D	1.4	1.9	2.4
63	D	1.3	1.8	2.3
62	D	1.2	1.7	2.2
61	D	1.1	1.6	2.1
60	D	1	1.5	2
59	F	0.9	1.4	1.9
58	F	0.8	1.3	1.8
57	F	0.7	1.2	1.7
56	F	0.6	1.1	1.6
55	F	0.5	1	1.5
54	F	0.4	0.9	1.4
53	F	0.3	0.8	1.3
52	F	0.2	0.7	1.2
51	F	0.1	0.6	1
0-50	F	0	0	0



## South Carolina Standardized Tests

### **COURSEWORK TESTS**

#### **(EOC) End-of-Course Examinations**

The South Carolina Department of Education requires that standardized, end-of-course exams (EOCs) are administered in selected courses. These mandatory exams are developed and issued by the state. Teachers and students do not know the specific test information ahead of time, but the exams are developed in alignment with state curriculum standards. Students take EOCs at the conclusion of the following courses: Algebra I (or Intermediate Algebra), Biology I, English II, and US History. Per state mandate, the end-of course exam counts for 20% of the student's final grade in the course.

### **ENGLISH PROFICIENCY TESTS**

#### **ACCESS for English Language Learners**

ACCESS for ELLs is a federally-mandated assessment of English language proficiency for students in grades K-12 who are determined to have limited English proficiency, based on the completion of a Home Language Survey and an initial screener assessment of their English skills. Identified students must continue to take ACCESS until they have scored at a certain level on all test sections: Listening, Reading, Writing, and Speaking. (Current exit criterion is an overall composite score of 4.4 with no section score lower than 4.0.)

### **PRE-COLLEGE ENTRANCE TESTS**

**PSAT** is a preparatory version of the SAT exam that assesses skills in reading and mathematics. At High Point Academy, Juniors have the option of taking the PSAT as part of the PSAT/NMSQT National Merit Scholarship Qualifying Test, a national competition that identifies National Merit Scholars and awards merit-based scholarships. Additionally, Sophomores have the option of

taking the PSAT and Freshmen can take the PSAT. In both these instances, the test administration only counts as a practice experience.

## **CAREER READINESS TESTS**

### **WorkKeys**

The ACT WorkKeys is a state-mandated career assessment administered to all Juniors (students in their third-year of high school). This test gauges readiness skills that employers believe are critical to job success. Currently, this test assesses Applied Mathematics, Graphic Literacy, Workplace Documents, and Talent (Soft Skills). Students who score at certain levels of each test section earn one of four Career Readiness Certificates (Bronze, Silver, Gold, or Platinum) that can be used when applying for jobs, internships, college programs, and training opportunities.

## **COLLEGE ENTRANCE TESTS**

### **ACT (American College Test)**

The ACT is designed to assess high school students' general educational development and their ability to complete college-level work. The test covers five skill areas: English, mathematics, reading, science, and writing. ACT scores are universally accepted for college admission. At HPA, Juniors have the option of choosing to take the ACT as their selection for a state-funded, School Day College Entrance Assessment. Any student may choose to take the ACT through the traditional Saturday option of testing. Visit [www.act.org](http://www.act.org) or see your school counselor for a schedule of possible dates and more information.

### **SAT (Scholastic Aptitude Test)**

The SAT is a test that measures the critical reading, writing, and mathematical skills that students have developed over time. Many colleges and universities use the SAT as one indicator of a student's readiness to do college-level work. At High Point Academy High School, Juniors have the option of choosing to take the SAT as their selection for a state-funded, School Day College Entrance Assessment. Any student may choose to take the SAT through the traditional Saturday option of testing. Visit [www.collegeboard.org](http://www.collegeboard.org) or see your school counselor for a schedule of possible dates and more information

You can learn more and see current updates to South Carolina's assessment implementation plans at <https://ed.sc.gov/tests/high/>

# NCAA Student-Athlete Academic Requirements



## ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA 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. 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](http://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](http://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.

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (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

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (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.

### 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.

### 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](http://ncaa.org/test-scores).

## Individual Graduation Plan (IGP)

An IGP (Individualized Graduation Plan) is a plan that helps students maximize their high school experience in order to prepare them for college and career goals. Once a year, students have an IGP conference with their school counselor to create or revise their IGP. During the IGP conference, their school counselor will discuss the following.

- Course completions and future course selection to ensure on-time graduation
- The student's post high school graduation plans
- The student's chosen career cluster and major
- How course selections align with the student's college and career plans
- Opportunities that might enhance the student's preparation for college and career plans

High Point Academy School Counselors work diligently to ensure that students take advantage of all that is available to them for college and career preparation. Because a student's goals may change throughout their high school experience, an IGP is considered a fluid plan. It is a school counselor's role to help students understand how changing goals changes their plan of action and accommodate IGP adjustments.

Parents are a major part of the IGP process, too! Parents are invited to attend all IGP conferences to help their students plan for college and career success. To ensure that course selection is aligned with a student's college and career plans, the courses selected during an IGP conference for any 9th, 10th, or 11th grade student are automatically input as the student's course selections for the upcoming school year.

### **High Point Academy High School offers courses in 7 of the 16 Career Clusters:**

- Arts, A/V Technology, and Communication
- Education and Training
- Business Management and Administration
- Finance
- Health Science
- Information Technology
- Science, Technology, Engineering, and Mathematics

# High Point Academy High School Majors for 2022-2023

## **Arts, A/V Technology, and Communication**

Digital Art and Design (4 units required)

Media Technology (4 units required)

Performing Arts (4 units required)

Visual Arts (4 units required)

World Languages (4 units required)

## **Education and Training**

Education and Training (4 units required)

## **Business Management and Administration**

General Management (3 units required)

## **Finance**

Accounting (3 units required)

## **Health Science**

Biomedical Science (PLTW) (3 units required)

## **Information Technology**

Web and Digital Communications (3 units required)

## **Science, Technology, Engineering and Mathematics**

Math and Science for Engineering (4 units required)



# COURSE INFORMATION

## ENGLISH

Students need **4** English credits to graduate from high school.

HPA courses that will satisfy the graduation requirement for English are marked with an \*. These courses include:

- English I, II, III, & IV
- ENG 101 & ENG 102 (Dual Enrollment Courses)

Placement in English courses is determined by a combination of factors: completion of prerequisite courses, teacher recommendations, grades, and test scores. Placement methods vary by grade and course level. A parent override form is required before recommended placement can be changed.

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### **ENGLISH I CP\***

**1 Unit, Grade: 9**

Prerequisite: None

This course is designed to provide students with the oral and written communication skills as well as literature skills that are central to a language arts program. The language component of the course will include grammar, usage, and word study. Students will focus on developing clarity, organization, purpose, and content in their oral and written communications. Students will learn to recognize major literary elements and recurring themes.

**ENGLISH I HONORS\*****1 Unit, Grade: 9**

Prerequisite: Teacher Recommendation

This is a rigorous course specifically designed for the student who has demonstrated exceptional ability in language arts. This course serves as an introductory course, focused on challenging world literature of all genres. The course is designed to prepare students for future Honors and possible Dual-Enrollment classes.

**ENGLISH II CP****1 Unit, Grade: 10**

Prerequisite: English I and Teacher Recommendation

This standards-based language arts course for high school sophomores prepares students for the demands of two or four year degree programs and technical careers. The course continues the study of language, literature, composition, vocabulary, test-taking skills, and research-skills. World literature of various genres, formal essay writing, and research are the focuses of this class. A state-adopted end-of-course test will be administered and will count 20% of the final grade. This course concludes with a state-mandated end-of-course test that counts 20% of a student's final grade.

**ENGLISH II HONORS\*****1 Unit, Grades: 9-10**

Prerequisite: English I Honors and Teacher Recommendation

This course is designed for highly motivated freshmen or sophomores who want a more rigorous Language Arts course that goes beyond state standards. The course focuses on language, literature, literary analysis, composition, creative writing, and vocabulary. Using MLA and preparation for testing is included. The course is designed to prepare students for future Honors and possible Dual-Enrollment classes. A state adopted end-of-course test will be administered and will count 20% of the final grade.

**ENGLISH III CP\*****1 Unit, Grade: 11**

Prerequisite: English II and Teacher Recommendation

This standards-based language arts course for high school juniors prepares students for the demands of two or four year degree programs and technical careers. The course continues the study of language, literature, composition, vocabulary, and research-based writing. American literature is the focus of this course. Test preparation is included in this course.

**ENGLISH III HONORS\*****1 Unit, Grades: 10-11**

Prerequisite: English II Honors and Teacher Recommendation

This course is designed for highly motivated sophomores and juniors who want a more rigorous Language Arts course that goes beyond state standards. The course focuses on language, literature, literary analysis, composition, creative writing, and vocabulary. Research-based writing using MLA is included. American Literature is the focus. Test preparation is included in this course. The course is designed to prepare students for future Honors and possible Dual-Enrollment classes. A summer reading is required by the student before the course begins.

**ENGLISH IV CP****1 Unit, Grades: 11-12**

Prerequisite: English III and Teacher Recommendation

This standards-based language arts course for high school juniors prepares students for the demands of two or four year degree programs and technical careers. The course focuses on language, literature, literary analysis, composition, creative writing, and vocabulary. Research-based writing using MLA is included. British Literature is the focus. Test preparation is included in this course. The course is designed to prepare students for future Honors and possible Dual-Enrollment classes.

**ENGLISH IV HONORS****1 Unit, Grades: 11-12**

Prerequisite: English III Honors and Teacher Recommendation

This course is designed for college bound juniors and seniors who want a more rigorous Language Arts course that goes beyond state standards. The course focuses on language, literature, literary analysis, composition, creative writing, and vocabulary. Research-based writing using MLA is included. British Literature is the focus. Test preparation is included in this course. The course is designed to prepare students for future Honors and possible Dual-Enrollment classes. A summer reading is required by the student before the course begins.

**ENG 101 - ENGLISH COMPOSITION I Partner: Spartanburg Community College (SCC)**

Prerequisite: 3.5 Weighted GPA and Completion of English III Honors or English IV, and SAT ERW 480 or ACT English 19 This course is instruction and practice in academic writing, critical reading and research. Focused attention is given to planning, drafting, revising, and editing a variety of texts.

## - ENGLISH ELECTIVES -

### FILM STUDIES

**1 Unit, Grade: 9-12**

Prerequisite: None

Film Studies offers students the opportunity to dive into the wonderful world and history of film and the filmmaking process. Through this course, students will view, analyze, and discuss a variety of films from different genres, time periods, and formats. Students will complete numerous analytical discussions and film reviews, as well as participate in the process of writing, planning, and creating their own films. The purpose of this course is to help all students, especially those with a love for film, to gain a better understanding and appreciation for storytelling through film.

**Note:** This course requires a lot of writing and students are expected to participate in detailed analytical discussions, creative writing and filmmaking projects/activities.

### CREATIVE WRITING/JOURNALISM

**1 Unit, Grades: 9-12**

Prerequisite: None

This course will allow students to use a writing workshop format to perfect their craft. This format allows students to pursue their own writing interests, while developing specific composition skills through practice, collaboration, and one-on-one conferences with the instructor. Students will also design and produce The PAW, HPA's literary magazine.



## MATHEMATICS

Students need 4 Math credits to graduate from high school.

HPA courses that will satisfy the graduation requirement for Mathematics are marked with an \*.

These courses include:

- Foundations in Algebra
- Intermediate Algebra
- Algebra I, II
- Geometry
- Probability & Statistics
- Precalculus
- MAT 110

Placement in Math courses is determined by a combination of factors: completion of prerequisite courses, teacher recommendations, grades, and test scores. Placement methods vary by grade and course level. A parent override form is required before recommended placement can be changed.

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### **FOUNDATIONS OF ALGEBRA CP\***

**1 Unit, Grade: 9**

Prerequisite:

Foundations of Algebra CP is the first in a two-course progression designed to prepare students for success in advanced mathematics courses by providing a foundation in algebra. This course will build on the conceptual knowledge and skills students mastered in middle-level mathematics courses in the areas of algebraic thinking, geometry, measurement, probability, and proportional reasoning. Students who complete the two-course progression of Foundations in Algebra and Intermediate Algebra will be prepared for the state-mandated end-of-course assessment administered at the completion of Intermediate Algebra.

### **INTERMEDIATE ALGEBRA CP\***

**1 Unit, Grade: 9**

Prerequisite: Foundations of Algebra

Intermediate Algebra CP students will cover topics that include axioms of algebra, linear and quadratic equations, polynomials in one variable, functions, graphs, and algebraic expressions. Concrete models, manipulatives, pictorial representations, graphing calculators, and computers will be used to strengthen concepts previously taught and to teach new concepts. Students who successfully complete Foundations & Intermediate Algebra will have completed a course of study

that is equal to Algebra I. This course concludes with a state-mandated end-of-course test that counts 20% of a student's final grade.

### **ALGEBRA 1 CP\***

**1 Unit, Grade: 9**

Prerequisite: Teacher Recommendation

This course prepares students for more algebraic thinking in freshman mathematics by performing problem solving techniques that are more intensive in preparation for Geometry and Algebra II. The course will go into linear functions, linear equations, quadratic functions and equations, square roots, factoring techniques, polynomial arithmetic, rational expressions, and exponential growth/decay applications.

### **ALGEBRA II CP\***

**1 Unit, Grade: 11**

Prerequisite: Geometry and Teacher Recommendation

Algebra II is an extension of Algebra I at a deeper level. The course is a study of algebraic properties of the real number system, linear and quadratic equations, inequalities, graphs, polynomials with one variable, conic sections, and functions.

### **ALGEBRA II HONORS\***

**1 Unit, Grades: 10-11**

Prerequisite: Geometry Honors and Teacher Recommendation

This course is designed for students who are able to grasp mathematical concepts quickly. This course is an in-depth study of the properties of the real number system, linear and quadratic equations, inequalities, graphs, polynomials in one variable, conic sections, functions, logarithms, trigonometric functions, mathematical induction, and symbolic logic. The course moves faster and covers topics in greater depth than Algebra II CP.

### **GEOMETRY CP\***

**1 Unit, Grade: 10**

Prerequisite: Algebra I (or Foundations of Algebra & Intermediate Algebra)

This course is designed for the student who plans to take Statistics, Math for Financial Success, and/or Algebra II CP. Major topics include Euclidean and coordinate geometry along with introductory trigonometry. Career and real-world applications will be emphasized.

### **GEOMETRY HONORS\***

**1 Unit, Grade: 10-11**

Prerequisite: Algebra I Honors and Teacher Recommendation

Students with a strong knowledge of algebra continue the study of honors mathematics with this course of Euclidean and coordinate geometry. The content is enhanced and enriched with the use of graphing calculators, hands-on activities, projects, strategies to improve PSAT/SAT/ACT math performance, and cooperative learning groups.

### **PRECALCULUS CP\***

#### **1 Unit, Grades: 11-12**

Prerequisite: Algebra II CP and Teacher Recommendation

This college preparatory course develops conceptual understanding as well as applications of higher level mathematics. Particular emphasis is placed on polynomial functions, their graphs and inverses, exponents and logarithms, graphing techniques, complex number operations, and trigonometric functions, graphs, and applications. This course will cover topics in more depth than the Precalculus course. The student will be required to use a TI-Nspire CAS graphing calculator for the course.

### **PRECALCULUS HONORS\***

#### **1 Unit, Grades: 11-12**

Prerequisite: Algebra II Honors and Teacher Recommendation

This college preparatory course develops conceptual understanding as well as applications of higher level mathematics. Particular emphasis is placed on polynomial functions, their graphs and inverses, exponents and logarithms, graphing techniques, complex number operations, and trigonometric functions, graphs, and applications. This course will cover topics in more depth than the Precalculus course. The student will be required to use a TI-Nspire CAS graphing calculator for the course.

**PROBABILITY & STATISTICS CP \*****1 Unit, Grades: 12**

Prerequisite: Algebra II and Teacher Recommendation

This course introduces probability and statistics and includes topics in organizing and presenting statistical data, calculating measurements of central tendency, calculating probabilities, the binomial distribution, normal distribution, Central Limit Theorem, confidence intervals, hypothesis testing for large and small samples, linear regression, and correlation. Highly recommended a student use the TI-84 graphing calculator.

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**SCIENCE**

Students need 3 Science credits to earn a high school diploma.

HPA courses that will satisfy the graduation requirement for Science are marked with an \*. These courses include:

- Biology
- Chemistry
- Anatomy and Physiology
- Earth Science
- Physics

For entrance to four-year college programs, students need 3 Lab Science credits. HPA courses that are considered Lab Sciences are marked with a ^. These courses include:

- Biology
- Chemistry

- Anatomy and Physiology
- Earth Science
- Physics

Placement in Science courses is determined by a combination of factors: completion of prerequisite courses, teacher recommendations, grades, and test scores. Placement methods vary by grade and course level. A parent override form is required before recommended placement can be changed.

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### **EARTH SCIENCE\***

#### **1 Unit, Grade: 9**

This course provides an introduction to the basic principles of chemistry and physics while establishing a foundation for successive science courses. It is specifically designed for the average to above average student who needs a good foundation for college or for entry into a technical field. This course will count as a lab science.

### **EARTH SCIENCE HONORS\***

#### **1 Unit Grade: 9**

Prerequisite: Passed or taking Algebra I Honors, and Teacher Recommendation

This course is designed for students with exceptional academic abilities and for students with an active interest in the science or math fields. It provides an introduction to the basic principles of chemistry and physics and a firm foundation for successive science courses. It offers less repetition and allows for more laboratory experiences than the college prep course. Independent study and higher level thinking skills are encouraged. This course will count as a lab science but is a prerequisite for Biology I Honors & Chemistry I Honors.

### **BIOLOGY I CP\***

#### **1 Unit, Grades: 10**

The purpose of this course is to provide the science foundation for future careers. Biology content will focus on the nature of science, hierarchy, the cell, cell processes, genetics, heredity, and ecology. Biology I emphasizes problem-solving, decision-making, and hands-on learning. Connections to work, home, society and the environment will be made. This course will count as a lab science. This course concludes with a state-mandated end-of-course test that counts 20% of a student's final grade.

**BIOLOGY I HONORS\*****1 Unit, Grades: 9-10**

Prerequisite: Passed Algebra 1 Honors, and Teacher Recommendation

This course is a broad, general introduction to the fundamental properties of living organisms, their structure, functions, habits, classification, and life histories.

**ANATOMY/PHYSIOLOGY HONORS\*****1 Unit Grades: 11-12**

Prerequisite: Chemistry Honors and Teacher Recommendation

This course is for the student with a serious desire to learn more about the structure and function of the human body. It is most appropriate for those considering a career in the medical field. Two major themes will dominate the course: (1) the complementary nature of normal structure and function, and (2) homeostasis. Disease processes will be addressed as well. This course will count as a lab science. Laboratory activities, including dissections, are an integral part of the course.

**CHEMISTRY I CP\*****1 Unit, Grades: 11**

Prerequisite: Biology CP and Teacher Recommendation

This course is designed for the student who is preparing for a non-science college career or for a technical school career. The course emphasizes the impact of chemistry on society and on the chemistry-related technical issues of today. The major topics and skills expected of an introductory chemistry course are included. This course will count as a lab science.

**CHEMISTRY I HONORS\*****1 Unit, Grades: 10-11**

Prerequisite: Biology Honors and Teacher Recommendation

Chemistry I includes a study of atomic structure, periodic law, chemical bonding, stoichiometry, gas laws, ionization, acids, bases, salts, titration, pH, chemical reactions, and nuclear reactions with a well-correlated student laboratory program emphasizing mathematical problems. This course will count as a lab science.

**PHYSICS****1 Unit, Grades: 11-12**

Prerequisites: Algebra 2 Honors or Pre-Calculus with a 70 or above or Teacher Recommendation

This course is designed to prepare students for a 4-year college program. The following topics are considered essential in the curriculum: mechanics, forces, electricity, and waves. Physics is a course designed for the serious college bound student. The goal of physics is to provide a quantitative understanding of certain basic phenomena that occur in the universe. The analytical

procedures used in physics require an understanding and the ability to use mathematical concepts. Since this course is designed to use mathematical concepts, students should be comfortable with mathematical applications.

## **SOCIAL STUDIES**

Students need **1** United States History credit,  $\frac{1}{2}$  American Government credit,  $\frac{1}{2}$  Economics credit, and **1** Other Social Studies credit to earn a diploma.

HPA courses that will satisfy the graduation requirement for Other Social Studies include:

- Human Geography
- Modern World History
- Psychology

Placement in Social Studies courses is determined by a combination of factors: completion of prerequisite courses, teacher recommendations, grades, and test scores. Placement methods vary by grade and course level. A parent override form is required before recommended placement can be changed.

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### **AMERICAN GOVERNMENT**

**1/2 Unit, Grades: 12**

Prerequisite: None

This course is a general overview of the legislative, executive, and judicial branches of the national and state governments. We will cover the basic foundation of American democracy, and vocabulary building as an integral part of this course. Students will prepare for a life-long career as a voting U.S. citizen.

### **AMERICAN GOVERNMENT HONORS**

**1/2 Unit, Grades: 12**

Prerequisite: US History Honors

This course allows students to examine the theory and practice of U.S. Government. A comprehensive introduction to fundamental political concepts provides students with knowledge and skills they need in order to understand and participate wisely in the American political system. This course examines basic political theory and governmental system, American political development theory, constitutional basis and structure of American government, and citizen involvement in the political system. Additional outside reading will be required as well as closely

watching and discussing current political events. There will be a nine week project that students will have to utilize skills learned in the classroom and apply to the project.

## **ECONOMICS & PERSONAL FINANCE**

**1/2 Unit, Grades: 12**

Prerequisite: None

This course seeks to teach students how to evaluate choices. Students will learn how the science of economics uses data to analyze, interpret and predict the behavior of individuals and institutions based on incentives. This course covers the basic foundations of microeconomics and macroeconomics as well as emphasizing personal finance decision-making.

## **ECONOMICS & PERSONAL FINANCE HONORS**

**1/2 Unit, Grades: 12**

Prerequisite: US History Honors

The social science of Economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The goal of this study is to teach a student how to evaluate choices. Scarcity forces all entities – individuals, communities, and nations – to choose from available resources to meet their needs. Students will learn to use vocabulary specific to economics to explain, describe, and predict how the interaction of supply and demand sets prices for goods and services in product markets and wage prices in factor markets. There will be a heavy emphasis on personal finances and a mini-project with that unit. Students will also have a nine week project they must complete across the entire course.

## **US HISTORY CP**

**1 Unit, Grades: 11**

Prerequisite: None

This survey course provides an introduction to the history of the United States. This course will focus on the U.S. Constitution, major themes, events, and people that have shaped our nation's history. This course will satisfy the US History/Constitution unit required for graduation. This course concludes with a state-mandated end-of-course test that counts 20% of a student's final grade.

## **US HISTORY HONORS**

**1 Unit, Grades: 11**

Prerequisite: Teacher Recommendation

This course is an in-depth study of the impact and implications of decisions made throughout the history of our country. Although this is a survey course, a rigorous program of reading, research,

and writing of historical topics will be required. It is strongly recommended that students have Honors English placement. US History is required for graduation. This course concludes with a state-mandated end-of-course test that counts 20% of a student's final grade.

### **AMERICAN HISTORY 201-202 (Dual Credit)**

#### **2 Units, Grades: 11**

Prerequisite: 3.5 Weighted GPA and Teacher Recommendation

This course provides students with the analytic and interpretive skills and factual knowledge necessary to deal critically with the problems and content of US history from 1865 through the present. The course prepares students for intermediate and advanced college courses. Students will assess historical materials – their relevance to a given interpretive problem, their reliability, and significance –and evaluate the evidence and interpretations presented in historical scholarship. Mature reading and writing skills are mandatory for those enrolled in this course. Prospective students should possess a strong commitment to academic pursuits as well as high reading aptitude scores or outstanding grade reports in the humanities. Participating colleges may grant credit and appropriate placement to students who successfully complete the AP exam. This course concludes with a state-mandated end-of-course test that counts 20% of a student's final grade.

### **HUMAN GEOGRAPHY\***

#### **1 Unit, Grade: 9**

Prerequisite: None

This course is designed for students who have an interest in the geographical aspect of social studies. Students will apply the 5 Themes of Geography to countries and regions of the world while gathering information about their history and the physical and human geography. Students will keep up to date with world events and how they affect our interdependent world. This course will count for the Other Social Studies graduation requirement.

### **HUMAN GEOGRAPHY HONORS\***

#### **1 Unit, Grade: 9**

Prerequisite: Teacher Recommendation

This course provides a more rigorous challenge for students who have an interest in the geographical aspect of social studies. Students will apply the 5 Themes of Geography to countries and regions of the world while gathering information about their history and the physical and human geography. Students will keep up to date with world events and how they affect our interdependent world. This course will count for the Other Social Studies graduation requirement.

**MODERN WORLD HISTORY****1 Unit, Grade: 10**

Prerequisite: Teacher Recommendation

World History Honors is an in-depth study of the history of the world beginning with the Ancient River Civilizations and ending with the Medieval Period. Students will understand the contributions of the early civilizations to the modern world. This course of study will include the 13 social, political, geographical, and economical changes of Africa, Asia, Europe, and the Americas. The Honor's level course involves in-depth research and ancillary readings. This course will count for the Other Social Studies graduation requirement.

**MODERN WORLD HISTORY HONORS\*****1 Unit, Grade: 10**

Prerequisite: Teacher Recommendation

World History Honors is a more rigorous in-depth study of the history of the world beginning with the Ancient River Civilizations and ending with the Medieval Period. Students will understand the contributions of the early civilizations to the modern world. This course of study will include the 13 social, political, geographical, and economical changes of Africa, Asia, Europe, and the Americas. The Honor's level course involves in-depth research and ancillary readings. This course will count for the Other Social Studies graduation requirement.

**- SOCIAL STUDIES ELECTIVES -****PSYCHOLOGY\*****1 Unit, Grades: 9-12**

Prerequisite: None

Students in this course study what psychology is about, and look into issues such as sensation, perception, memory and thought, states of consciousness, behavior, personality, and abnormal mental disabilities. This course will count toward the Other Social Studies graduation requirement.

**PHYSICAL EDUCATION**

Students need 1 Physical Education credit to earn a diploma.

These courses will satisfy the graduation requirement for Physical Education or JROTC. These courses cover both the state required Lifetime Fitness and Comprehensive Health Education components within their coursework. These courses include:

- **Physical Education/Health I**
-

## PE COURSES

### PHYSICAL EDUCATION/HEALTH I\*

**1 Unit Grades: 9-12**

Prerequisite: None

This is a basic course required by the S. C. Department of Education for graduation. The course involves a component of personal fitness and wellness as well as a component of lifetime fitness. The course also includes the comprehensive health unit required by state law.

### PES 1, PES, 2, PES 3, PES 4, PES 5

**1 Unit Grades: 10-12**

Prerequisite: Participant in HPA Athletics

This course is reserved for students who are on active rosters for HPA athletic programs. Students plan and participate in general and sport-specific conditioning programs. Students should sign up for either the Fall (F) or Spring (S) semester as directed by their athletic coach. This course is an elective physical education course. It will not satisfy the PE graduation requirement.



## WORLD LANGUAGES

Students need **1** World Language or Career & Technology Education credit to earn a diploma. The HPA course that will satisfy the graduation requirement for World Language is

- **Spanish**

For entrance to four-year college programs, students typically need **2** World Language credits of the same language and some will require **3** credits.

All World Language courses are taught using the Five C's of World Language Standards - Communication, Culture, Comparisons, Connections, and Communities. Placement in World Language courses is determined by a combination of factors: completion of prerequisite courses, teacher recommendations, grades, and test scores. Placement methods vary by grade and course level. A parent conference is required before a recommended placement can be changed.

## **– SPANISH COURSES –**

### **SPANISH I CP\***

**1 Unit, Grades: 9-11**

Prerequisite: None

Spanish is an introductory course to the Spanish language and culture. Oral participation, vocabulary development, listening, written and reading skills are emphasized through thematic units.

### **SPANISH II CP\***

**1 Unit, Grades: 10-12**

Prerequisite: Spanish I and Teacher Recommendation

This course emphasizes communication, expression, and cultural aspects of the Spanish speaking world. This course is meant to continue and broaden a student's knowledge of the Spanish language that was already established in the Spanish 1 course.

### **SPANISH III HONORS\***

**1 Unit, Grades: 11-12**

Prerequisite: Spanish II and Teacher Recommendation

This course is designed for students who have successfully completed Spanish II. Oral participation, vocabulary development, listening, written and reading skills are emphasized more in depth through thematic units.

### **SPANISH IV HONORS\***

**1 Unit, Grades: 11-12**

Prerequisite: Spanish III Honors

This course is designed for students who have successfully completed Spanish III. Oral participation, vocabulary development, listening, written and reading skills are emphasized more in depth through thematic units.

## COMPUTER SCIENCE

Students need **1** Computer Science credit to earn a diploma. HPA courses that will satisfy the graduation requirement for Computer Science include:

- Web Page Design & Development I
- Project Lead the Way Computer Science Essentials
- Computer Science Principles

Placement in Computer Science courses is determined by a combination of completion of prerequisite courses and teacher recommendations. Placement methods vary by course level. A parent conference is required before a recommended placement can be changed.

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### **PLTW COMPUTER SCIENCE ESSENTIALS**

#### **1 Unit, Grades 9-12**

Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

### **COMPUTER SCIENCE PRINCIPLES**

#### **1 Unit, Grades 10-12**

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Computer Science Essentials. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

## **WEB PAGE DESIGN AND DEVELOPMENT I**

**1 Unit, Grades: 9-12**

**Prerequisite: none**

This course will guide students in the development of websites in a project-based, problem-solving environment. Students will learn HTML and CSS in order to create websites that are well-organized, universally accessible, responsive, and easy to navigate. Students will learn the technological processes, requirements, and legal ramifications for publishing their websites. Students will learn how to create a portfolio of content-rich, well-styled websites. Successful completion of this course will prepare students for industry certification. ***This course will count for the Computer Science graduation requirement and the third course needed to be a Business Completer.***

## **FINE ARTS**

Students need 7 Elective credits to earn a diploma. All Fine Arts courses will go toward satisfying the graduation requirement for Electives. For entrance to four-year college programs, students need 1 Fine Arts credit.

Placement in Fine Arts courses is determined by a combination of auditions, portfolios, completion of prerequisite courses, and teacher recommendations. Placement methods vary by grade, course level, and course type. A parent conference is required before a recommended placement can be changed.

## **VISUAL ARTS COURSES**

### **ART I: INTRODUCTION TO VISUAL DESIGN**

**1 Unit Grades: 9-12**

**Prerequisite: None**

This course is an introductory art course designed for all students who have an interest in learning about the theory and practice of drawing, painting, design, art appreciation and art history. In addition to studio art projects, students will participate in gallery discussions, readings in art history and criticism, and keep a sketchbook. This course is a prerequisite for all visual arts courses.

## ART II

### 1 Unit Grades: 10-12

Prerequisite: Art I

This course is designed for art students who are interested in the techniques and processes in the field of drawing. In this class, art students will be introduced to many different media such as graphite, charcoal, color pencil, pen and ink, pastel, etc. Students will have the opportunity to work in a classroom environment that will enhance their personal ideas for their work, as well as the creativity that goes into their work. Students will be expected to maintain a sketchbook to record their thoughts and ideas for each project. The work that each student will create in Art II: Drawing will help them build their art portfolios for high school and college. Students must have maintained a “B” average in Art I or Design Principles to be eligible to take this course. Successful completion of the Art II course, maintaining a “B” average or higher, and Art teacher recommendation can qualify students for the Art III course or an additional Art II course.

## ART III HONORS

### 1 Unit Grades: 11-12

Prerequisite: Art II Honors

Art Teacher Recommendation

Art III combines creativity and technical skills to solve a variety of visual art assignments. This course will draw upon art history, advanced techniques, professional materials, and critical thinking skills. The first nine weeks focus on drawing from observation and the second nine weeks are more problem-solving based on student decision-making and art media choices. Students will keep a sketchbook and have regular homework assignments due. ***Students must have maintained a “B” average in Art II to be eligible to take this course. There is a \$30 supply fee for this course.***

## ART IV HONORS

### 1 Unit Grades: 11-12

Prerequisite: Art III Hon

Art Teacher Recommendation

Art III combines creativity and technical skills to solve a variety of visual art assignments. This course will draw upon art history, advanced techniques, professional materials, and critical thinking skills. The first nine weeks focuses on drawing from observation and the second nine weeks is more problem-solving based on student decision-making and art media choices. Students will keep a sketchbook and have regular homework assignments due. ***Students must have maintained a “B” average in Art III to be eligible to take this course.***

## **DANCE COURSES**

### **DANCE I**

#### **1 Unit Grades: 10-12**

Prerequisite: None

This is an introductory course for students who have not experienced the art of movement or it is their first time taking dance in high school. The class will be introduced to many different styles of dance and movement techniques. It also allows students to study the vocabulary associated with dance and learn choreographic tools. Students will learn how movement/dance elements – body, action, space, time, and energy – contribute to the functional and artistic character of dance. The students will develop an awareness of how the body may be used as an instrument of artistic expression. Students in this course will participate in an “end of course” performance that may be viewed by parents and other invited guests in our school’s Performing Arts Center. Dress-out attire for this course includes leggings, sweat pants, or joggers and any school appropriate shirt. Students will also need to have black leggings, a black dance leotard, and black jazz shoes available to them for our performance. Dance I to Dance IV is a combined class.

### **DANCE II**

#### **1 Unit Grades: 10-12**

Prerequisite: Dance I

Dance II is an intermediate level dance training course designed for students who have had entry level dance training and are ready to progress to a higher level skill class. Students will train in creative movement – improvisation – , dance technique, and short choreography assignments. The focus of the course will be on technique, body mechanics, performance training, and vocabulary review. Students in this course will participate in an “end of course” performance that may be viewed by parents and other invited guests in our school’s Performing Arts Center. Dress-out attire for this course includes leggings, sweat pants, or joggers and any school appropriate shirt. Students will also need to have black leggings, a black dance leotard, and black jazz shoes available to them for our performance. Dance I to Dance IV is a combined class so some information may be repeated.

### **DANCE III HONORS**

#### **1 Unit Grades: 10-12**

Prerequisite: Dance II Dance Teacher Recommendation

This is an advanced dance course. Students should be able to demonstrate multiple styles of dance: ballet, jazz, contemporary, hip-hop, and improvisation. Technical skills should be well executed. Students should understand body mechanics, dance vocabulary, choreographic tools and performance qualities. Students in this course will participate in an “end of course” performance that may be viewed by parents and other invited guests in our school’s Performing

Arts Center. Dress-out attire for this course includes leggings, sweat pants, or joggers and any school appropriate shirt. Students will also need to have black leggings, a black dance leotard, and black jazz shoes available to them for our performance. Students may be asked to choreograph a dance work for our “end of course” performance. Dance I to Dance IV is a combined class so some information may be repeated.

## **DANCE IV HONORS**

### **1 Unit Grades: 10-12**

Prerequisite: Dance III Honors

This is an advanced dance course. Students must be able to do the following styles of dance: ballet, jazz, contemporary, hip-hop, and improvisation. Technical skills should be executed at a high level. Students should understand body mechanics, dance vocabulary, choreographic tools and performance qualities. Students in this course will participate in an “end of course” performance that may be viewed by parents and other invited guests in our school’s Performing Arts Center. Dress-out attire for this course includes leggings, sweat pants, or joggers and any school appropriate shirt. Students will also need to have black leggings, a black dance leotard, and black jazz shoes available to them for our performance. Students may be asked to choreograph a dance work for our “end of course” performance. Dance I to Dance IV is a combined class so some information may be repeated.

## **MUSIC: CHORUS COURSES**

### **CHORUS 1-4**

#### **1 Unit each semester Grade: 9-12**

Mixed Chorus is a semester performance-based course for voices. Emphasis is placed on music reading, musicianship, music history, vocal technique, and singing music arranged for Soprano, Alto, Tenor, and Bass. Students will attend concerts, clinics, and competitive festivals. Attendance is mandatory for each performance and is a significant part of the final grade for each student. Students will have the option to audition to audition for the Honors Concert Choir upon completion of a mixed chorus or middle school chorus class.

### **Concert Choir Honors**

#### **1 Unit Grades: 9-12**

Audition with Chorus Teacher (includes vocal performance, music literacy, and sight reading)

Mixed Chorus is a semester performance-based course for advanced voices. Emphasis is placed on music reading, musicianship, music history, vocal technique, and singing music arranged for Soprano, Alto, Tenor, and Bass. Students will attend concerts, clinics, and competitive festivals.

Attendance is mandatory for each performance and is a significant part of the final grade for each student.

## **MUSIC: BAND COURSES**

### **BAND 1-4**

**1/2 Unit each semester Grade: 9-12**

Prerequisite: Completion of Middle School Band,  
Band Director Recommendation

This course will provide musicians with the opportunity to continue developing instrumental skills, through the study of music theory, vocabulary, technique, and literature designed to reinforce previously learned skills. This is a performance based ensemble with some required after school rehearsals and concerts. Students will be required to participate in concerts and events. Students enrolled in honors level band courses will be required to prepare and audition for the SC All State Band.

### **Jazz Band 1-4**

**1/2 Unit each semester Grade: 9-12**

Prerequisite: Band Director Recommendation and Audition

This course will provide experienced musicians with the opportunity to continue developing advanced instrumental skills, through the study of music theory, vocabulary, technique, and literature designed to reinforce previously learned skills. This is a performance based ensemble with some required after school rehearsals and concerts. Students will be required to participate in concerts and events.

## **PIANO COURSES**

### **PIANO 1-4**

**1 Unit each, Grades 9-12**

Each student is assessed in their piano development and assigned to a keyboard with accompanying headphones. Students have weekly one-on-one lessons with the instructor and are given musical and technical assignments based on their abilities and understanding of the instrument. Music theory exercises, technical exercises, etudes, and music from different eras are assigned to each individual student. With the individualized structure of this class, both the beginning and experienced pianist can advance their skills.

## THEATER COURSES

### **TECHNICAL THEATER I**

#### **1 Unit, Grades 9-12**

Prerequisite: None

Students in Technical Theater will gain a basic understanding of the creation of a theatre production from the technician's perspective. Students will study design theory, scenery, lighting, sound, costumes, and props. Students will do a wide variety of activities both as class exercises and for use in productions in the Fine Arts Center

### **THEATER 1-2**

#### **1 Unit, Grades 9-12**

Prerequisite: Teacher Recommendation

Students in this course will engage in performances related to Theater at High Point Academy as well as study the history of the art form. Students will also be expected to improve on several different basic theater concepts, such as audition ethics and acting ability. The students will engage in several other theater related activities throughout the school year.

## CTE COMPLETERS

Students who complete three to four or more courses in a related pathway can be designated as CTE completers upon graduation. High Point Academy High School provides the following options for CTE Completers.

### **Arts, A/V Technology & Communications**

#### **MEDIA TECHNOLOGY 1-4 Overall Program Description**

##### **Grades: 9-12**

In the Media Technology program, students will explore the general field of communications focused primarily on media production industries. Students will get hands-on experience in basic production techniques for audio, video, and film. They will work collaboratively while writing, producing, directing, and editing projects of increasing complexity, using industry-standard software and equipment. Students will also learn about related fields such as graphic design, broadcast journalism, animation, sound design and engineering, special effects, online media development, marketing, and corporate communications. Program completers will compile their works for inclusion in a portfolio, for use in this program of study, the workforce, or postsecondary education.

**MEDIA TECHNOLOGY I CP****Grades: 9-12**

Prerequisite: NONE

This introduction course focuses primarily on video production, giving basic instruction in scripting, camera operation, and editing. This course also covers job skills and distribution formats for a variety of mediums, including the Internet, film, and broadcast. Students will produce finished products, following the production from initial concept to finished video.

**MEDIA TECHNOLOGY 2 CP****Prerequisite Media Tech 1****Grade 10-12**

Media Technology 2 is the second course in the Media Technology program. In this course, students continue to explore the general field of communications focused primarily on media production industries. Students will get hands-on experience in production techniques for audio and video. They will work collaboratively writing, producing, directing, and editing projects using industry-standard software and equipment. Safety is emphasized in this course and students will have the opportunity to acquire an industry-recognized safety certification. Students will also learn about related fields such as graphic design, broadcast journalism, animation, sound design and engineering, special effects, online media development, marketing, and corporate communications.

**MEDIA TECHNOLOGY 3 HONORS****Prerequisite C or Better in Media Technology 1 and 2****Grades 10-12**

Media Technology 3 is the third course in the Media Technology program. In this course, students continue their in-depth exploration of the general field of communications focused primarily on media production industries. Students will get hands-on experience in production techniques for audio and video. They will work collaboratively writing, producing, directing, and editing increasingly complex projects using industry-standard software and equipment. A professional media production skill set is emphasized in this course and students are expected to consistently apply these skills to their projects. They will create and refine the necessary professional materials necessary for entry level employment in the media industries. Lastly, students will have the opportunity to acquire industry-recognized certifications.

**MEDIA TECHNOLOGY 4 HONORS****Prerequisite C or Better in Media Technology Honors 3****Grades 11-12**

Media Technology 4 is the final course in the Media Technology program. In this course, students are expected to demonstrate mastery of media production skill sets and consistently apply these skills to their projects. They will work both independently and collaboratively to produce advanced level projects using industry-standard software and equipment as well as emerging technologies. This course will incorporate work based learning opportunities, when appropriate and where available. Students are expected to finalize professional materials necessary for entry-level employment in the media industries including attainment of industry-recognized certifications.

**BROADCAST I - INTRO TO BROADCAST JOURNALISM & FILM PRODUCTION COURSE****Grades: 11-12****Prerequisite:** Completion of Media Technology I

This course is designed for the study and practice of the basic elements of broadcast journalism and video production. The course will emphasize news-gathering, writing, video recording, editing, and the study of mass media. Students will learn the basic elements of news value and vocabulary specific to broadcast writing. They will also identify various news sources and use interview skills to create stories using video and editing software. This course also explores the world of digital video and television production. Students learn on professional equipment in a modern digital TV studio. Students work in collaborative teams to produce projects using cameras, while learning the basics of studio and field production, lighting and sound.

**DIGITAL ART AND DESIGN 1, 2, 3, 4****Grades: 9-12**

The ever changing and global technological advancements offer newer and broader opportunities in the creative industry. The Digital Art and Design program prepares students for a multitude of careers in the graphic design field. This program provides instruction in layout, computer design, electronic art, color enhancement, and digital photography. Students use design concepts, principles, and processes that meet client expectations using Adobe Creative Suite Software: Photoshop, Illustrator, and InDesign. Students will have the opportunity to attain Adobe Certified Associate certification. Career development and employability skills are the foundation of all career and technology education. Students will compile their works for inclusion in a portfolio, for use in this program of study, the workforce, or postsecondary education.

**DIGITAL ART AND DESIGN 1****Grades: 9-12**

Prerequisite: none

Digital Arts & Design I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study.

**DIGITAL ART AND DESIGN 2****Grades: 9-12**

Prerequisite: C or better in DIGITAL ART AND DESIGN 1

This second level class in the world of design will take students a step further. Students will begin producing some products for the school. This class will apply a student's creativity to produce projects/assignments for the design industry. Students will design logos, brochures, tee shirts, buttons, embroidery, vinyl decals, business cards, promotional products, digital photography, posters, and advertisements with a focus on design principles. Students will have the use of a PC workstation to prepare their art for output. This class will focus on developing a thorough knowledge of Adobe Photoshop in preparation for the Adobe Certified Professional credential.

**DIGITAL ART AND DESIGN 3 HONORS****Grades: 10-12**

Prerequisite: C or better in DIGITAL ART AND DESIGN 2

In Digital Art and Design 3, students will create various publication items including business cards, flyers, menus, newsletters, and a digital magazine. Building on the foundations of Digital Art 1 and 2, students will gain a thorough knowledge of Adobe InDesign in preparation for the Adobe Certified Professional credential.

## **DIGITAL ART AND DESIGN 4 HONORS**

### **Grades: 10-12**

Prerequisite: C or better in DIGITAL ART AND DESIGN 3 Honors

In the capstone course for Digital Art and Design, students will use more advanced digital imaging technology and its application in art and design areas with independent studies.

## **Business Management & Administration**

### **ACCOUNTING I CP**

#### **Grades: 10-12**

Prerequisite: Completion of Algebra I or equivalent with a grade of C or better and/or accounting instructor approval

This course is designed to help the student develop an understanding of the concepts, principles, and practices necessary in the preparation and maintenance of financial records concerned with business management and operations. Students are exposed to the accounting cycle, cash control systems, payroll, and careers in accounting.

### **ENTREPRENEURSHIP CP**

#### **Grades: 10-12**

Prerequisite: NONE

This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology.

## **Education and Training**

### **TEACHER CADET - EXPERIENCING EDUCATION**

#### **Grades: 11-12**

Eligibility Criteria: 3.0 GPA on a 4.0 scale (unweighted), 2 teacher recommendations, essay, and interview.

Course Description:

The Teacher Cadet Program is an AP weighted, dual credit course taught in partnership with North Greenville University and is designed to attract talented young people to the teacher profession by exposing them to exciting simulations and hands-on activities. Students are exposed to teaching careers and the educational system through class discussions, observations,

and interactions with teachers and administrators. A summative field (practicum) experience allows students to pair with an experienced teacher and apply course concepts.

## **EDUCATIONAL PSYCHOLOGY**

### **Grades: 11-12**

Eligibility Criteria: 3.0 GPA on a 4.0 scale (unweighted) and must have taken the course's prerequisite,

Teacher Cadet- Experiencing Education.

Course Description:

This is an AP weighted, dual credit course taught in partnership with North Greenville University. This course focuses on the dynamics of human learning and the psychological principles that serve as the foundation for educational practice. Students will apply concepts, theoretical principles, and research findings from the discipline of psychology in order to plan and implement effective instructional strategies in the classroom. Major emphasis is placed on assisting students in gaining a functional knowledge of ideas explored as students participate in a summative field (practicum) experience.

## **Finance**

### **ACCOUNTING I CP**

#### **Grades: 10-12**

Prerequisite: Completion of Algebra I or equivalent with a grade of C or better and/or accounting instructor approval

This course is designed to help the student develop an understanding of the concepts, principles, and practices necessary in the preparation and maintenance of financial records concerned with business management and operations. Students are exposed to the accounting cycle, cash control systems, payroll, and careers in accounting.

### **ENTREPRENEURSHIP CP**

#### **PREREQUISITE: NONE**

#### **Grades: 10-12**

This course is designed to provide students with the knowledge and skills needed to develop an effective business plan for small business ownership. An important part of the course will be the incorporation of economics, ethics, legal aspects, logistics, research, staffing, strategies for financing, and technology.

## Health Science

### **PRINCIPLES OF BIOMEDICAL SCIENCE**

**Grades: 9-10**

Prerequisite:none

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

## Information Technology

### **PROJECT LEAD THE WAY - COMPUTER SCIENCE ESSENTIALS**

**Grades: 9-12**

Prerequisite: NONE

Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

### **PROJECT LEAD THE WAY - COMPUTER SCIENCE PRINCIPLES**

**Grades: 10-12**

**Prerequisite: COMPUTER SCIENCE ESSENTIALS**

Using Computer Science Principles Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science

Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

## **PROJECT LEAD THE WAY - COMPUTER SCIENCE A**

**Grades: 11-12**

**Prerequisite: COMPUTER SCIENCE PRINCIPLES**

Computer Science A focuses on further developing computational thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course. Cybersecurity introduces the tools and concepts of cybersecurity.

## **Science, Technology, Engineering and Mathematics**

Math and Science for Engineering Major - 4 units (Currently only offering Health Science STEM completer courses)

### **PLTW Principles of the Biomedical Sciences™**

Principles of Biomedical Science (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems.

### **PLTW Biomedical Innovation**

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

**PLTW Human Body Systems**

In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries.

**PLTW Medical Interventions™**

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

## DUAL ENROLLMENT

Dual Enrollment is an opportunity for students to earn college credit while still enrolled in high school. Dual Enrollment courses are arranged through annually updated agreements between High Point Academy and local colleges/universities. Currently, HPA has agreements with Spartanburg Community College (SCC), and North Greenville University. Most Dual Enrollment courses are taught on the high school campus. Courses may be taught by either HPA teachers or professors from the partner college/university.

Courses taken through Dual Enrollment will be included in the student's GPA/Rank and are weighted the same as an AP course, with 1 additional quality point awarded above the CP standard weighting. Currently, final numerical grades (not just letter grades) are provided by partner colleges/universities to transfer to a student's high school transcript, but that is subject to change with each annual agreement. If only a final letter grade is provided, HPA will convert it using the transfer scale outlined in the SC uniform grading policy.

Placement in Dual Enrollment courses is determined by course prerequisites set by the partner college/university. Prerequisites listed in course descriptions are tentative and only based on the latest-available information. Prerequisites are always subject to change based on updated decisions made by partner colleges/universities. In general, Accuplacer Placement Test Scores or SAT Scores or ACT Scores are required for SCC courses. SAT Scores or ACT Scores are required for admission to the Liberty University program.

Students are NOT charged tuition for Dual Enrollment courses. However, they are responsible for books and/or other course fees. Students making an A or B in Dual Enrollment courses may continue to take courses tuition-free. Students making a C or below in a Dual Enrollment course will be required to pay tuition for additional courses. Students that drop a Dual Enrollment class after the first five class sessions will receive a WF (Withdraw Failing) on their high school transcript and must pay tuition for the course. Students must also follow the withdrawal guidelines of the partner college/university.

Graduating Seniors who take Dual Enrollment courses and want their college transcripts sent to the college or university they plan to attend full-time must request those transcripts from any applicable partner college/university.

South Carolina public two- and four-year colleges and universities have a list of courses that are transferable within the state public college system. Students should verify that each course they choose is a part of their college major or can be counted as an elective credit. Students should check with the college they plan to attend to see if courses will be accepted for college credit.

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\*\*To enroll in Dual Enrollment courses at HPA, students need to complete an Application Packet, which includes forms for partner colleges/universities. Packets are available in the School Counseling Office.

## Dual Enrollment Courses

### **ENG 101 - ENGLISH COMPOSITION I Partner: Spartanburg Community College (SCC)**

Prerequisite: 3.0 GPA and Completion of English III HON, English IV ADV, World Literature ADV, or AP English Language and SAT ERW 480 or ACT English 19 This course is instruction and practice in academic writing, critical reading and research. Focused attention is given to planning, drafting, revising, and editing a variety of texts.

### **CPT 101- INTRODUCTION TO COMPUTERS Partner: Spartanburg Community College (SCC)**

Prerequisite: 3.5 GPA; SAT ERW 480 and Math 480 or ACT English 19 and Math 19 or Accuplacer Sentence Skills 61 and Reading 46 and Arithmetic 66 and Elementary Algebra 20-82. This course covers basic computer history, theory and applications, including word processing, spreadsheets, databases, presentation graphics, and the operating system.

### **HIST 201 - UNITED STATES HISTORY TO 1877 Partner: Spartanburg Community College (SCC)**

Prerequisite: 3.5 GPA; SAT ERW 480 or ACT English 19

This course is a general study of the United States from the era of discovery to 1877. Out of Many, brief edition, reveals the ethnic, geographical and economic diversity of the United States by examining the individual, the community and the state and placing a special focus on the country's regions, particularly the West. Each chapter helps students understand the textured and varied history that has produced the increasing complexity of America. Students taking HIST 111 & HIST 112 to satisfy the high school graduation requirement must complete both courses. These courses will both be taught during a single semester block. (i.e. HIST 111 taught in Quarter 3, HIST 112 taught in Quarter 4.)

### **HIST 202 - UNITED STATES HISTORY SINCE 1877 Partner: Spartanburg Community College (SCC)**

Prerequisite: 3.5 GPA; SAT ERW 480 or ACT English 19

This course continues elements and themes from HIST 111.

Students taking HIST 111 & HIST 112 to satisfy the high school graduation requirement must complete both courses. These courses will both be taught during a single semester block. (i.e. HIST 111 taught in Quarter 3, HIST 112 taught in Quarter 4.)

**PUBLIC SPEAKING (SPC 205)**

**Partner: Spartanburg Community College (SCC)** Prerequisite: 3.5 GPA; SAT ERW 510 or ACT English 19 or COMPASS Writing 78 and Reading 81 or Accuplacer Sentence Skills 81 and Reading 71. This course is an introduction to principles of public speaking with application of speaking skills.

**Work-Based Learning****WORK-BASED LEARNING INTERNSHIP****1 Unit Grade: 12**

Prerequisite: Application Process through School of Study Dean and/or Academic Principal  
Required: Student must provide own transportation  
Work-Based Learning is a course whereby students complete a structured, CTE internship that is connected to their School of Study and career plans as outlined in their Individual Graduation Plan (IGP). Students apply and are selected by the Dean of their School of Study and/or the Academic Principal for this program. Internships involve working with an industry partner as defined by a mutual training/ work agreement, which is established prior to the onset of this course. Participation involves active, hands-on training and job shadowing. Course assessments include a supervisor evaluation from the industry partner and regularly-scheduled worksite visits from a career counselor.