



LEE COUNTY SCHOOLS
HIGH SCHOOL
REGISTRATION GUIDE
2023-2024

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Feb. 8, 2023



Dear Students and Parents:

Welcome to our Course Selection Guide. This year's guide contains a rich variety of choices and educational opportunities. It will help you make informed decisions about courses for next year that fit into your four-year high school plan.

Our Board of Education has made a commitment to help each student graduate with more than a high school diploma. The Course Selection Guide meets this goal by providing numerous value-added programs for college credit, certifications, credentials, internship and apprenticeship opportunities. Please consider your educational aspirations and career goals as you review available choices.

The following sequence is suggested to assist you in the registrations process:

- Read the material carefully.
- Consider possible courses that will help you attain educational and career goals.
- Assess your four-year academic plan to ensure that graduation requirements are met.
- Schedule a registration appointment with your school counselor and teacher-advisor to review course offerings and graduation requirements.
- Discuss potential choices with your parents.

I wish you the best as you make important choices for your future. Your commitment, hard work, and careful planning are the keys to achieving your educational and career goals.

Sincerely,
Andy Bryan
Superintendent

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Registration

Welcome to the spring registration process for the 2023-2024 school year.

Lee County Schools' Student Registration Guide contains information needed to register and is designed to help you and your parents or guardians make the best choices for your high school education. You'll find many exciting options for you as a high school student in this book. Read through it carefully.

It will be especially important for you to talk with your counselors, parents and teachers concerning your course selections. Choices that you make in high school affect your options for study and career after your time in high school has ended, so please give serious consideration to your course choices. In order to earn a high school diploma, you must meet all course, credit, and test requirements of at least one course of study. These courses of study are designed by the state to prepare students for a multitude of post-high school opportunities from entry-level careers to highly technical studies at community colleges, colleges and universities. You are encouraged to select the most challenging course of study in which you can be successful.

REGISTRATION IS A COMMITMENT to take the courses you have selected. Remember, when you complete your registration sheet you are requesting a specific course, NOT a specific teacher, time or place. You may choose the courses you would like to take in the next school year; however, your schedule may change pending final grades in the courses you are currently taking and your End-of-Grade (EOG) or End-of-Course (EOC) scores.

Steps for Completing the Registration Process

- Study the General Information section of this registration book. Identify the requirements for graduation by reviewing the chart on page 5.
- Read the course descriptions of both required courses and electives in which you are interested, and make sure you meet the prerequisite requirements.
- Use the High School Plan developed by you, your parents and your counselor to select the courses you want to take.
- Talk with your school counselors and teachers for help in determining the courses you need. School staff members will make recommendations to you by using several criteria such as your previous performance, test scores and the AP Potential results based on your PSAT information.
- Meet with your counselor to make your course selections on your registration form.
- Have your parent or guardian double check your selections to make sure you have registered for the courses you need.
- Return the registration sheet to the school after your parent or guardian and you have signed it. Be sure to return it by the deadline designated by your school.

Planning for High School Registration

Selecting Requires Planning

Your high school classes should be selected based on your career and educational aspirations. Careful four-year planning will give you a challenging class schedule that meets all requirements and allows opportunity to explore your interests.

***The information provided in this book is current at the time of posting. It is recommended that you work closely with your school counselor during the registration period to be aware of any changes.

State and Local Course Requirements for High School Graduation

Content Area	Future Ready Core		
English	4 Credits <ul style="list-style-type: none"> English I English II English III English IV 		
Mathematics	4 Credits <ul style="list-style-type: none"> NC Math I, NC Math II, NC Math III and Additional Math Course to be aligned with the student's post high school plans 		
Science	3 Credits <ul style="list-style-type: none"> Earth/Environmental Science A Physical Science Biology 		
Social Studies	4 Credits (9 th Entry between 2014-15-2019-20) <ul style="list-style-type: none"> World History American History courses (2) which shall be either: American History I AND American History II, American History I or II AND another social studies course, American History AND another social studies course American History: Founding Principles, Civics, & Economics OR Founding Principles of the USA and NC: Civic Literacy 	4 Credits (9 th Entry in 2020-2021) <ul style="list-style-type: none"> World History An American History course which shall be either: American History I, American History II or American History** American History: Founding Principles, Civics, & Economics OR Founding Principles of the USA and NC: Civic Literacy Economics & Personal Finance 	4 Credits (9 th Entry 2021-2022 and beyond) <ul style="list-style-type: none"> World History American History Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance
World Languages	Not required for graduation but 2 levels required for admission to the UNC System		
Health and Physical Education	1 Credit <ul style="list-style-type: none"> Health/Physical Education I 		
CPR	Successful completion of CPR training for students graduating 2015 and beyond		
Electives or Other Requirements	6 Credits 2 elective credits of any combination from either <ul style="list-style-type: none"> Career and Technical Education (CTE) Arts Education World Languages 4 elective credits from the following (four-course concentration recommended): <ul style="list-style-type: none"> Career and Technical Education (CTE***) JROTC Arts Education (e.g. dance, music, theater arts, visual arts) Any other subject area courses (e.g. mathematics, science, social or cross-disciplinary studies, English and dual enrollment courses) 		
Arts Education	DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards.		
Total Minimum Credits Required	28 Credits (22 State + 6 Local)		

Any student who entered 9th grade before the 2017-2018 school year, should see their counselor for graduation requirements.

** A student who takes AP US History instead of taking American History I and American History II must also take an additional social studies course in order to meet the four credits requirement.

*** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: <https://center.ncsu.edu/nccte-cms/>

Occupational Course of Study

The Occupational Course of Study (OCS), which focuses on functional skills and workplace management, is one of two graduation pathways that lead to a North Carolina diploma. The OCS pathway is intended for students with an Individual Education Plan (IEP) that have been identified as exceptional education students according to North Carolina policies and procedures. A recommendation to follow the OCS pathway may be made by a student's IEP team if it is found to be most applicable upon review of the student's post-school transition needs and goals. The student and parent/guardian make the final decision to follow the OCS. For more information, please contact the guidance department or the IEP Team Chair.

Students following the Occupational Course of Study must pass the following 22 credits plus any local requirements:

Four English credits that shall be:

1. English I
2. English II
3. English III
4. English IV

Four Mathematics credits that shall be:

1. Introduction to Mathematics
2. NC Math I
3. Financial Management
4. Employment Preparation IV: Math (to include 150 work hours) ***

Three Science credits that shall be:

1. Applied Science
2. Biology
3. Employment Preparation I: Science (to include 150 work hours) **

Four Social Studies credits that shall be:

1. American History: Founding Principles, Civics and Economics*
2. American History I or American History II*
3. Founding Principles of the United States of America and North Carolina: Civic Literacy **
4. Economics and Personal Finance **
5. Employment Preparation II: Citizenship 1A (to include 75 work hours) ***
6. Employment Preparation II: Citizenship IB (to include 75 work hours) ***

One Health and Physical Education credit:

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
 - Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

Two Additional Employment Preparation Education credits, which shall be:

1. Occupational Prep I, Occupational Prep II, Occupational Prep III, Occupational Prep IV *
2. Employment Preparation III: Citizenship II A (to include 75 work hours) ***
3. Employment Preparation III: Citizenship II B (to include 75 work hours) ***

The work hours included in Employment Preparation I, II, III, IV shall be as follows:

1. 150 hours of school-based training work with activities and experiences that align with student's post school goals, and
2. 225 hours of community-based training, and
3. 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.
4. Total work hours: 600

Four Career/Technical Education Elective credits

A career portfolio

Completion of the student's IEP objectives

(OCS courses aligned with Future Ready Core courses in English I, English II, Math I, and Biology (New Common Core State Standards and new NC Essential Standards implemented in the 2012-2013 school year).

***9th grade entry PRIOR to 2020-2021**

****9th grade entry 2020-2021 and beyond**

*****not required for students entering 9th grade for the first time PRIOR to 2021-2022**

Please work with your counselor and/or case manager to ensure you are taking correct classes based on your 9th Grade Entry Date.

NC Academic Scholars Program

Students must:

- Begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses.
- Complete all the requirements of the North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of at least 3.500.
- Complete all requirements for a North Carolina high school diploma.

Specific requirements may be found at

https://files.nc.gov/dpi/documents/curriculum/scholars_prog.pdf

Students who complete the requirements for this academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition. The students who qualify for this special recognition:

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may use this special recognition in applying to post-secondary institutions. Candidates can be identified by the end of grade 11 and their candidacy can be included in their applications.
- **Students should see their counselor for additional information.**

Diploma Endorsements

Students enrolled in North Carolina high schools shall have the opportunity to earn Endorsements to their High School Diploma beginning with the graduating class of 2014-2015. Endorsements are not required to graduate but are an additional recognition from the state. **Students may earn a Career Endorsement, College Endorsement, College/UNC Endorsement, Global Language Endorsement, or the North Carolina Academic Scholars Endorsement.** Students may earn multiple Endorsements. These Endorsements are earned by completing specific coursework, maintaining a minimum grade point average, earning a benchmark reading score, and earning additional industry certification (Career Endorsement only). **Students**

should see their counselor for additional information.

Specific requirements may be found at

<https://center.ncsu.edu/nccte-cms/>

The UNC System Admissions Requirements

To enroll in any of the 16 universities which make up the University of North Carolina, undergraduate students must meet the minimum requirements outlined in the following chart:

Course Requirements

English – 4 Units

English I, English II, English III, English IV

Mathematics – 4 Units

NC Math I, NC Math II, NC Math III and 1 additional unit beyond Math III (Recommended mathematics course unit taken in 12th grade)

Science – 3 Units

A physical science course

A life or biological course

At least one laboratory course

Social Studies – 2 Units

US History

One additional course

World Languages – 2 units

At least two units of a language other than English

Electives

Additional electives must be included to meet state and local graduation requirements

Recommended

1 Unit of math and foreign language taken during the senior year of high school

Required

High School Diploma (or equivalent)

Each university may have additional requirements.

Students should refer to college catalogs of the university to which they plan to apply.

Minimum Admissions Requirements for High School GPA and SAT/ACT Scores			
Year	Minimum GPA	Minimum SAT	Minimum ACT Composite
Fall 2013 and beyond	2.5 Cumulative Weighted	880	17

Students must submit either the SAT I (which includes the writing component) or the ACT with the writing component.

The 16 Campuses of the University of North Carolina:

Appalachian State University
East Carolina University
Elizabeth City State University
Fayetteville State University
NC A&T State University
NC Central University
NC School of the Arts
NC State University
UNC-Asheville
UNC-Chapel Hill
UNC-Charlotte
UNC-Greensboro
UNC-Pembroke
UNC-Wilmington
Western Carolina University
Winston-Salem State University

Community College Programs

- **Technical Programs**

Technical programs prepare persons to enter occupations such as Electronic Engineering Technology, Computer Programming, Dental Hygiene, and Business Administration.

- **Vocational Programs**

Vocational programs train persons for entry into skilled occupations such as Welding, Electrical Installation, Maintenance, Practical Nursing, and Automotive Mechanics. Either certificates or diplomas are awarded, depending upon the length of the program.

- **Continuing Education Program**

Continuing Education programs offer opportunities for persons currently employed to upgrade their skills. There are also a number of training programs in such areas as Fire Fighting, Law Enforcement, Emergency Medical Services, and Hospitality.

- **College Transfer Programs**

College Transfer programs are designed so that students can complete up to two years of a four-year bachelor's degree at a community college. An associate degree in Arts, Science or Fine Arts is awarded upon completion of the

program. High School students may take college courses while in high school at no cost if they meet eligibility requirements and maintain their standing while attending. Students earn both high school credit and college credit for these courses. Students should check the Career and College Promise section of this guide.

- **General Education Programs**

General Education programs offer individuals an opportunity to take courses tailored to their personal interest, growth and development. An associate degree in general education is available to those who complete the two-year program.

The North Carolina Community College System serves a broad range of persons whose needs, skills, and interests require a range of educational and training resources. North Carolina Community Colleges have open door admissions. There may be some program specific requirements for high demand programs and additional course-specific pre-requisites. **Students should see their counselor for additional information.**

Promotion Requirements

To receive credit for any high school course, students are permitted no more than 8 absences in a semester course or 16 absences in a year-long course. Promotion to the next year will be based on the number of credits earned each year. To be promoted to grade 10, at least 5 credits must be earned. For promotion to grade 11, a minimum of 12 credits are needed. At least 20 credits will be required to be promoted to grade 12. All promotions will be made at the end of the school year. Students transferring into a Lee County School who have been promoted under their previous school's standards will retain their pre-transfer grade level. Transfer students must then meet local promotion standards for subsequent grade level promotion. Graduation requirements for transfer students will be four (4) less than the maximum number of credits that student is eligible to earn over his/her four-year high school career during the regular school year. All North Carolina state and local graduation

requirements must be met for students to obtain a Lee County School's diploma.

Grading Scale

As outlined in SBE Policy GRAD-009, effective with the 2015-2016 school year, schools are using a 10 point grading scale.

A = 90-100	F = 0-59
B = 80-89	FF = No Credit due to attendance
C = 70-79	INC = Incomplete
D = 60-69	P = Pass

Weighted Grades/Quality Points

As outlined in SBE Policy GRAD-009, effective with the 2015-2016 school year, students who initially enter 9th grade during the 2015-2016 school year and beyond have a new weighting scale.

Letter Grades	Standard Courses	Honors Courses	AP/IB/ Select Dual Enrollment Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

Initial 9th Grade Entry 2015-2016 and beyond weighted scale

Grades earned in Honors courses earn .50 additional quality point. Grades earned in Advanced Placement, IB and Select Dual Enrollment courses earn 1 additional quality point. The NC Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities and will determine whether the Dual Enrollment course receives weighted or unweighted credit.

Early Graduation ahead of cohort

Early Graduation is a serious decision that requires principal, superintendent, and board approval and is decided on a case by case basis. The choice to graduate early has significant impact on available post-high school education and employment options. It should not be a rushed decision, but

rather a well-planned and thoughtful action weighed carefully by students and parents over a period of time. Graduating early allows the student only enough time to complete the minimum graduation requirements and will limit the student's opportunities to enrich their course of study through accelerated courses such as Advanced Placement, higher level world language classes, and classes in Career and Technical Education.

Conferences with the school counselor will assure a comprehensive analysis of post-secondary options available to early graduates. Students who have completed **all** graduation requirements including specific course and testing requirements, an appropriate course of study, and total number of graduation credits required, may request to graduate early, either at mid-year of their senior year or at the end of their junior year. The student's grade classification will be based on the LCS high school promotion standards. Diplomas are awarded only at the end of the school year.

Attendance in a Course for Credit

As outlined in Lee County Schools Policy 4400: in addition to other requirements, to receive credit for any course, high school students are permitted no more than 8 absences out of the total days in the semester for a semester course or 16 absences out of the total days in the school year for a year-long course. All absences, both excused and unexcused, will be counted in computing the attendance requirement.

Students enrolled in high school courses who fail to meet the attendance requirement and receive a passing grade will receive a grade of 'FF', no credit will be recorded.

Repeating a Course for Credit

As outlined in Lee County Schools Policy 3460, once having been awarded a credit in a course, a student may not repeat the same course for credit. Students may not receive credit for the same course two times; therefore, students who are awarded high school credit in middle school may not again receive credit if the course is repeated at any grade level.

With permission of the principal and on a space available basis, students may repeat a passed course to build a stronger foundation for skill mastery. Both courses will appear on the high school transcript. A grade of Pass (P) or Fail (F) will be given for the repeated course. No credit or quality points will be awarded for the repeated course.

There is no differentiation in the North Carolina Standard Course of Study between an honors and a standard level course. Therefore, a student who has taken either the standard level or the honors level of a course may not repeat either level of the same course for additional credit.

A student may take selected Arts or Physical Education courses multiple times due to scheduling based on the student's ability.

Beginning with courses taken in 2015-2016, for students who initially fail a high school course and repeat the course for credit, upon completion of the repeated course, the new course grade shall replace the previous grade for the course. The original grade will not be included in the GPA calculation or the student's transcript. This policy applies only to entire courses repeated for credit, not credit recovery.

Credit Recovery

With permission of the principal, specific courses are eligible for credit recovery. Upon completion of the credit recovery class, the student will receive a grade of PASS or FAIL. The original failing grade will remain on the transcript and will be included in the GPA calculation.

Driver's License Law & Athletic Eligibility

Driver's License Law

North Carolina law states that students who have dropped out of school or who have not passed three out of four courses the previous semester will not be eligible to receive a Driver Eligibility Certificate. Students who have a permit or license will be

reported to the Department of Motor Vehicles and will have their permit or license revoked.

Athletic Eligibility

In Lee County for a student to be eligible to be a member of any high school athletic team, he/she must:

- pass a minimum of three out of four courses the previous semester
- have no more than 8 absences in any semester or year long course during the previous semester
- all absences, excused and unexcused, will be counted in computing the attendance requirement
- meet local promotion standards at the end of each school year
- meet district residency requirements
- a student who voluntarily transfers from his/her base school may not participate in the school athletic program for 365 days from the transfer date (see Lee County Schools Policy Code 3620 for more information)

Having been promoted from 8th grade to 9th grade, a first time 9th grader is eligible to play a fall sport. Upon completion of the Fall Semester in good standing, a first time 9th grader must then meet the above requirements.

Student athletes interested in participating in college or university athletic programs are encouraged to see their counselor to discuss high school requirements to meet NCAA eligibility standards in college. More information may be found at: <http://www.nchsaa.org/students-parents/eligibility/ncaa-and-naia-eligibility>.

Students should see their counselor or athletic director for additional information.

High School Courses for Middle School Students

As outlined in SBE Policy GCS-M-001, students have the opportunity to earn high school credit while in middle school. Lee County Schools will offer this

option for selected high school courses. **Students should see their counselor for additional information.**

Middle School Math I Testing Requirements

Beginning with the 2017-2018 school year, any student who takes Math I in 8th grade will only have to take the Math I End-of-Course test. It is no longer required that these students take both the End-of-Grade Math 8 test and the Math I End-of-Course test. In high school, it is required that these students will take the End-of-Course Math III test by the end of their Junior year.

High School Courses Taken at the Middle School

Frequently Asked Questions:

Q: Is there a placement exam?

A: No. Students who successfully complete their courses may be placed in the next level of the course.

Q: Are students required to take an exam?

A: Yes. Students enrolled in Math I are required to take an End-of-Course test and students enrolled in other high school courses will take an exam.

Q: Are students required to take the English/Language Arts, Math, or Science EOG if they are in a high school course?

A: Yes. The EOG is required for all students grades 3-8. Therefore, if a student has a high school course, they will be required to take both the EOG and the required test for the high school course except for NC Math 1 students in the 8th grade.

Q: Can a student repeat a course for credit at the high school level?

A: No. While a student may request to repeat a course that he/she passed, he/she may not receive credit for the same course twice.

Q: Will the grades earned for high school courses appear on the transcript?

A: Yes. The grade will be listed on the transcript under Grades 6, 7, or 8 with one unit of credit.

Q: Will the grade earned be included in the student's high school grade point average (GPA)?

A: No. Only courses taken during the high school years will be included in the student's grade point average. Grades for courses taken in middle school are not included in the high school GPA calculation.

Q: How much does the exam count toward the final grade?

A: The exam must count 20% of the final grade for a high school credit course.

TESTING

End-of-Course Testing

The North Carolina End-of Course (EOC) Tests are used to sample a student's knowledge of subject-related concepts as specified in the Common Core and Essential State Standards and to provide a global estimate of the student's mastery of the material in a particular content area. Students enrolled in the following courses beginning with school year 2012-2013 will be required to take the North Carolina EOC Tests: NC Math I, NC Math III, Biology, and English II. All End-of-Course tests will be administered at the end of the semester or the end of the year for year-long courses. Schools shall use results from all EOC tests as twenty percent (20%) of the student's final grade for each respective course.

Each student shall take the appropriate EOC assessment the first time the student takes the course even if the course is an Honors or Advanced Placement course. Students who are identified as failing a course for which an EOC is required shall also take the appropriate EOC assessment. Students shall take the appropriate EOC assessment at the end of the course regardless of the grade level in which the course is offered.

CTE Post-Assessments

Career and Technical Education (CTE) Post-assessments are end-of-course tests provided by the Department of Public Instruction and are required in most CTE courses. These assessments provide documentation of the individual student's attainment of technical competencies based on the goals and objectives of the CTE Essential Standards document. Scores are reported to the Department of Public Instruction and used to evaluate programs and the system-wide attainment of performance standards as

required by the Carl D. Perkins Career and Technical Education Act.

ACT

The ACT assesses high school students' general educational development and their ability to complete college-level work. The ACT has five sub-scores: four multiple-choice tests covering skill areas of English, mathematics, reading, and science; and the Writing Test measuring skill in planning and writing a short essay. The ACT is administered at selected sites nationally. For these administrations, students must pay and register several weeks prior to the test date. Registration information is available in the school counselors' office at each high school and at www.actstudent.org.

The new school accountability model starting in 2012-2013 includes ACT scores for all eleventh grade students. In early spring of each year, the ACT is administered at no cost to all eleventh grade students. The ACT results from this state administration can also be used by students for college admission purposes.

Advanced Placement (AP) Testing

The College Board will coordinate the national administration of the Advanced Placement exams during May of each school year.

Students should see their counselor for additional information.

SAT

The SAT is an optional test nationally administered by the College Board. It assesses students in three areas: Critical Reading, Math and Writing. Critical Reading skills are assessed by multiple choice questions using critical reading passages, paired passages, vocabulary in context and sentence completion. Math sections allow the use of a calculator and employ multiple choice questions and "constructed responses" to measure how well students understand and apply mathematics to new situations and non-routine problems. The section on Writing includes multiple-choice questions on grammar and usage and a student-written essay. The SAT is one of the admissions tests that may be

used by post-secondary institutions to assist in selecting students. The SAT is administered at selected sites nationally. Students must pay and register online or by mail several weeks prior to the test date. Registration information is available in the school counselors' office at each high school and at www.collegeboard.org.

WorkKeys®

WorkKeys® is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. Taking the WorkKeys assessments is an important first step to prepare for post high school education, training, or a career. WorkKeys is administered as a career-readiness measure to all students who are projected to graduate in the current school year. There is no cost to the student. For more information on WorkKeys, see www.act.org/workkeys.

SPECIAL PROGRAMS

Students who are interested in any Special Program should see their school counselor.

AVID – Advancement Via Individual Determination

AVID prepares eligible students for college and career readiness and success. In these year-long classes, students receive instruction using a rigorous college preparatory curriculum, tutor-facilitated study groups, motivational activities and academic success skills. Students focus on writing, inquiry, collaboration, organization and reading to support their academic growth. AVID students will be enrolled in rigorous honors level courses. The AVID curriculum helps eligible students see that college is attainable. Students become academically successful leaders and role models for other students. Students must apply and interview to be in AVID, as well as meet grade and citizenship requirements in order to enroll and stay in AVID during their high school years.

Career and College Promise

High school juniors and seniors can earn college credit free by enrolling in either the College Transfer Pathway or the Career Technical Education Pathway. These courses also count as high school courses. The College Transfer Pathway leads to completion of the general education requirements (first year) of a baccalaureate degree.

To be eligible, a student must be a junior or a senior, have a 2.8 unweighted grade point average and demonstrate they are college ready by taking a college assessment test like the SAT or ACT. For the career/technical track, the GPA requirement can be waived in some circumstances. All Career and College Promise Students must maintain a 2.0 College GPA ('C' average) in order to remain in the program. CCCC verifies grades at the end of each semester and will inform the high school of any student that is no longer eligible for the CCP program.

Interested students should see their high school's Career and College Advisor for more information regarding courses and the application and registration process. Additional information may be found at www.cccc.edu/high-school/ccp/.

CCCC CAREER AND TECHNICAL EDUCATION PATHWAYS

Accounting & Finance

Automotive Restoration Technology

Automotive Systems Technology

Broadcast Production & Technology

Business Administration

Cosmetology

Criminal Justice

Culinary Arts

Dental Assisting

Early Childhood Education

Electronics Engineering/Laser & Photonics

Health and Fitness Science

Health Information Technology

Human Services Technology

Industrial Systems Technology

Information Technology

Library & Information Technology

Medical Assisting

Medical Office Administration

Motorcycle Mechanics

Nurse Aide

Paralegal

Veterinary Medical Technology

Welding (Caterpillar Apprenticeship)

CCCC COLLEGE TRANSFER PATHWAYS

Pre-Associate in Arts

Pre-Associate in Engineering

Pre-Associate in Science

Pre-Associate Degree Nursing

North Carolina School of Science and Math

NCSSM offers two options: 1) Distance Education courses where students register for courses that interest them, and 2) Online Education, a two year program where students take courses similar to those offered in the NCSSM residential program. Students must meet eligibility criteria for both options. Students may find additional information at <http://www.ncssm.edu/learn>. Also, students may find information at <http://online.ncssm.edu>.

North Carolina Virtual Public School

NCVPS provides online learning opportunities to students in North Carolina.

Courses are taught by highly qualified teachers who utilize video, interactive white boards, wikis, active worlds, and online discussion tools. Courses utilize the blackboard course management software to maximize student interaction in each class.

More information may be found at www.ncvps.org.

CCRG Exemption Criteria

Students who have an unweighted GPA between 2.2 and 2.799 at the end of their junior year are required to take CCRG math and English courses in their senior year. An unweighted GPA 2.8 or above signifies career and college ready. Students with an unweighted GPA below 2.2 may opt into the CCRG courses. If the student meets any designated criteria in either math or English he/she may be exempt from the CCRG course for which the criteria is met. **Students should see their counselor for additional information.**

Test	SAT (March 2016 and Future)	ACT	Math 3 EOC
English	480 composite score for Evidenced-Based Reading and Writing	18	
Reading		22	
Mathematics	530	22	4 or 5

International Baccalaureate (IB) Diploma Programme

This program is offered at Lee County High School. Students interested in this program should see their counselor.

The LCHS IB programme is a two-year curriculum beginning in the junior year.

The curriculum for the IB Diploma Programme is "broad, balanced, conceptual and connected." It focuses on learners and develops effective teaching and learning. The programme also looks at issues in a global context; how issues are interconnected; and explores significant content.

Inquiry, action and reflection are at the heart of each IB classroom. Students can be involved with the IB Programme in two ways:

- Students may pursue the IB Diploma by taking one course from each of the six IB disciplines:
 - Studies in Language and Literature
 - Language Acquisition
 - Individuals and Societies
 - Mathematics

- Sciences
- The Arts

Diploma candidates also complete the core of the programme, which includes the Theory of Knowledge course, writing an extended essay on a topic from one of the six disciplines, and completing the CAS component, including an extended service project.

- Students may also elect to take individual courses within the programme in any subject area. Students may receive course certifications without enrolling in the full diploma programme.

IB candidates should ideally apply prior to their freshman year in high school and will enter the pre-IB curriculum in order to prepare them for the expectations of the program. However, students may also apply for the program any time prior to their junior year. It is strongly recommended that students also register for the AVID elective and the during their freshman and sophomore years. There is also a Pre-IB Inquiry Skills class that should be taken.

Visit: <https://sites.google.com/lee.k12.nc.us/ib4lee/home?pli=1> to see full course descriptions, to view the IB Learner Profile, and to apply.

Career and Technical Education (CTE) Career Pathways

To complete a CTE Pathway for graduation:

- The student must take at least two technical credits from the courses listed in the Career Pathway charts that follow on pages 18-24.
- In order to be a CTE Career Pathway concentrator, the student must complete the 2 or 3 course sequence.

Contact your school's Career Development Coordinator for more information. For details on the careers, certifications, and leadership opportunities within each career cluster, visit the Lee County Schools Career and Technical Education website at <https://www.lee.k12.nc.us/Page/21843>.

Every Career Pathway allows students to participate in work-based learning experiences such as internships, apprenticeships and job shadowing. Students also have the opportunity to participate in and join a Career and Technical Student Organization (CTSO's). These organizations provide leadership development, academic and career achievement, professional development and community service.

Why Should You Take Career and Technical Education (CTE) Courses?

CTE leads to:

- High skill, high wage, and high demand occupations
- A head start on a college degree by earning college credits while in high school
- Skills that provide an earning advantage both during and after high school through nationally recognized certifications
- Hands-on work based learning with the business community through activities such as apprenticeships, internships, and job shadowing
- Participation in Career and Technical Student Organizations (CTSO's)
- *Students who take selected CTE courses may receive an articulated credit if they meet the following criteria: enroll at the community college within two years of their graduation date, receive a final grade of B or higher in the course, and a score of 93 or higher on the standardized CTE post-assessment.*

Career and Technical Education (CTE) Program Descriptions

AGRICULTURAL EDUCATION provides systematic instruction to students in the areas of agriculture, food and natural resources. Through these subjects, agriculture educators teach students a wide variety of skills, including science, math, communications, leadership, management and technology. Agriculture education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

BUSINESS, FINANCE, AND MARKETING EDUCATION (BFM) provides students with meaningful instruction for and about business. Instruction in Business, Finance and Marketing Education encompasses business skills and techniques, an understanding of basic economics, and understanding on making socioeconomic decisions and producing goods and services to consumption, and business attitudes essential to become a globally engages and productive citizen. BFM plays a key role in preparing a competent, business-literate, and skilled workforce. The associated curricula have real-life relevance that empowers and helps young adults to compete in a global marketplace while managing their own financial affairs and making intelligent consumer and business-related choices.

CAREER DEVELOPMENT EDUCATION provides the foundation to prepare students for careers and education in the 21st century; it is designed to introduce students to the opportunity to understand and make connections between their interest, attitudes, values, personality, learning styles, skills, and career choices. Students understand the lifelong, sequential process of determining self and career identity.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY EDUCATION (CSIT) is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services. Students will demonstrate knowledge of and proficiency in data representation and abstraction; effectively design, develop, and test algorithms; demonstrate knowledge of digital devices, systems and networks; and demonstrate an understanding of the roll computer science plays and its impact in the modern world. The program works in coordination with the Computer Science Division.

FAMILY AND CONSUMER SCIENCES EDUCATION (FCS) provides the bridge needed by all students to deal with major societal issues such as work-and-family, health care, child and elder care, family and community violence and crime, global economics and politics, and technology usage. FCS Education is a catalyst to bring these issues into action-oriented, skill-building educational programs. The North Carolina FCS Education program provides a platform for students to transition into adult life by gaining a strong foundation of the knowledge and skills needed for successfully living and working in a diverse, global society.

HEALTH SCIENCE EDUCATION provides a comprehensive program to meet present and projected needs for the health care industry. Curriculum concepts incorporate technological advances to motivate students and prepare them to pursue a career as a future health professional. Emphasis is placed on the various domains of healthcare and related skills such as: employability skills, prevention (wellness), diagnostics, therapeutics, and rehabilitation. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest in healthcare. **Health Science Education is designed to prepare graduates as viable competitors in the health care industry and for advanced educational opportunities.

TRADE, TECHNOLOGY, ENGINEERING AND INDUSTRIAL EDUCATION (TTE&I) programs provide students with the skills and conceptual knowledge needed for careers in industry, engineering and design. Students can focus on industry certifications for careers immediately after graduation or develop skills and knowledge needed for higher level professional degrees in engineering and design fields.

Career and Technical Education (CTE) Career Pathways

Animal Science Career Pathway (ANSC)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	AA21 Animal Science I	AA23 Animal Science II – Companion Animal Honors	CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship
Supplemental Technical Courses	AU10 Agriscience Applications		

Sustainable Agriculture Career Pathway (SUAG)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	AU21 Sustainable Agriculture Production I	AU22 Sustainable Agriculture Production II*	CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship
Supplemental Technical Courses	AU10 Agriscience Applications		

Carpentry Career Pathway (CARP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Construction Core (recommended 9th grade course)	IC21 Carpentry I	IC22 Carpentry II	CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship

Electrical Trades Career Pathway (ELTR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Construction Core (recommended 9th grade course)	IC41 Electrical Trades I	IC42 Electrical Trades II	CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship

Masonry Career Pathway (MASO)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Construction Core (recommended 9th grade course)	IC11 Masonry I	IC12 Masonry II	CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship

Adobe Visual Design Career Pathway			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	II41 Adobe Visual I	II42 Adobe Visual II	CTE Advanced Studies OR CTE Internship

Adobe Digital Design Career Pathway			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	II43 Adobe Digital Design I	II44 Adobe Digital Design II	CTE Advanced Studies OR CTE Internship

Adobe Video Design Career Pathway			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	II45 Adobe Video Design I	II46 Adobe Video Design II	CTE Advanced Studies OR CTE Internship

Swift App Design Career Pathway			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BL52 Develop in Swift Explorations	BL53 Develop in Swift Fundamentals	BL54 Develop in Swift Data Collections	CTE Advanced Studies OR CTE Internship

Apparel and Textile Production Career Pathway (ATPR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FA31 Apparel and Textile Production I	FA32 Apparel and Textile Production II*	CTE Advanced Studies OR CTE Internship
Supplemental Technical Courses	ME11 Entrepreneurship I II41 Adobe Visual Design I		

Counseling and Mental Health Career Pathway			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FC13 Counseling and Mental Health I	FC14 Counseling and Mental Health II	CTE Advanced Studies OR CTE Internship

Business Management Career Pathway			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	BB40 Business Management I	BB42 Business Management II	CTE Advanced Studies OR CTE Internship

Financial Planning Career Pathway			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	BF21 Financial Planning I	BF22 Financial Planning I	CTE Advanced Studies OR CTE Internship

Entrepreneurship Career Pathway (ENTRE)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	ME11 Entrepreneurship I	ME12 Entrepreneurship II	CTE Advanced Studies OR CTE Internship
Supplemental Technical Courses	MM51 Marketing		

Accounting Career Pathway (ACCT)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	BA10 Accounting I	BA20 Accounting II	CTE Advanced Studies OR CTE Internship

National Academy Foundation Career Pathway (NAFF)	
Academy of Business and Finance	<u>NAFTrack</u>

Healthcare Professional Career Pathway (HPCP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	HU40 Health Science I	HU42 Health Science II OR Biomedical Technology	HH32 Pharmacy Technician OR Career and College Promise Courses OR CTE Advanced Studies OR CTE Internship

National Academy Foundation Pathway (NHLT)	
Academy of Life Sciences	NAFTrack

Culinary Arts Applications Career Pathway (CULA)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
FH10 Culinary Arts & Hospitality I	FH11 Culinary Arts & Hospitality II Applications	FH13 Culinary Arts & Hospitality III	CTE Advanced Studies OR CTE Internship
Supplemental Technical Courses	FN41 Food and Nutrition I		

National Academy Foundation Career Pathway (NAFH)	
Academy of Hospitality and Tourism	NAFTrack

Early Childhood Development & Services Career Pathway (EACH)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FE60 Child Development	FE11 Early Childhood Education I (2 credit course)	Career and College Promise Courses

Food & Nutrition Career Pathway (FONU)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	FN41 Food and Nutrition I	FN42 Food and Nutrition II	CTE Advanced Studies OR CTE Internship

CISCO Network Engineering Career Pathway (CNEN)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	II11 Cisco Network Engineering Technology I	II12 Cisco Network Engineering Technology II	CTE Advanced Studies OR CTE Internship
Supplemental Technical Courses	BI12 CompTIA IT Fundamentals		

Computer Engineering Career Pathway (COEN)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BI12 CompTIA IT Fundamentals	II21 Computer Engineering Technology I	II22 Computer Engineering Technology II	CTE Advanced Studies OR CTE Internship

Metals Manufacturing Career Pathway (MEMA)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IM41 Metals Manufacturing Technology I	IM42 Metals Manufacturing II	IM43 Metals Manufacturing III	CTE Advanced Studies OR CTE Internship

Marketing Management Career Pathway (MMGT)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	MM51 Marketing Honors	MA52 Marketing Applications	CTE Advanced Studies OR CTE Internship
Supplemental Technical Courses	II41 Adobe Visual Design I or II43 Adobe Digital Design I		

Drafting Engineering Career Pathway (DREN)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
	IC61 Drafting I	IV22 Drafting II – Engineering	IV23 Drafting III – Engineering OR CTE Advanced Studies OR CTE Internship

National Academy Foundation Career Pathway	
Academy of Engineering	NAFTrack

Automotive Services Career Pathway (AUTO)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IT11 Automotive Service Fundamentals (recommended 9th grade course)	IT16 Automotive Service I	IT17 Automotive Service II	CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship



What are career academies?

Lee County Schools Career Academies, in partnership with parents and community, are committed to preparing students for service and leadership in the hospitality and tourism, engineering, business, and finance industries. Our mission is to **ENCOURAGE** achievement and social responsibilities, **ENGAGE** students through real-world experiences, and **ENABLE** students see their education as a step toward long term career options.

National Academy Foundation (naf.org)

Lee County Career Academies work with the National Academy Foundation

The National Academy Foundation (NAF) has more than 617 academies across 35 states and includes nearly 100,000 students. NAF celebrates a 99% graduation rate among its students with 87% of graduates planning to go to college.

NAF is a national network of education, business and community leaders who work together to ensure high school students are college, career, and future ready

NAF has refined a proven educational model which includes:

- Industry-focused curriculum
- Work-based learning experiences
- Community business partner involvement

Benefits of being an academy student:

- **Small focused learning community
- **PAID internships available for students during their senior year
- **Access to business and community leaders to ensure that the academies are successful
- **Completing rigorous industry validated curriculum

Students in the academy also have the opportunity to receive NAF Track Certification with two successful NAF credits and the successful completion of a paid internship.

This is a partnership with major companies including AT&T, Cisco, HP, JP Morgan Chase, KPMG, Lenovo, Verizon, Xerox and many more!

The NAF Track Certification provides:

- College internship opportunities
- Guaranteed interviews with these companies after college
- Priority hiring among equally qualified applicants
- Potential higher starting salary and much more!

For more information on any Academy, please go to the following websites:

<https://www.lee.k12.nc.us/Page/21843>

<https://naf.org/about>



The **Academy of Engineering** answers a need for engineers in this country by educating high school students in the principles of engineering, and providing content in the fields of electronics, biotech, aerospace, civil engineering, and architecture. Lee County Schools Academy of Engineering uses curriculum from Paxton/Patterson, an industry leader in providing engineering curriculum to high school students.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Foundations of Engineering and Technology Part A Drafting I	Foundations of Engineering and Technology Part B Drafting II - Engineering	Applications of Engineering and Technology Part A Drafting III- Engineering	Applications of Engineering and Technology Part B CCCC Courses
Achievable Certifications: <ul style="list-style-type: none"> - Certified Solidworks Associate - Autodesk Certified User - Career Readiness Certificate (WorkKeys) - Community College Articulation Credit - CCCC College Certificate in Mechanical Engineering Technology 		Recommended CCP Electives: DFT154 – Introduction to Solid Modeling DFT254 – Intermediate Solid Modeling/Rendering DFT153 – CAD III DFT211 – Design Process I	

Academy of Engineering

Course Descriptions

Foundations of Engineering and Technology Part A Honors

This course is an exploratory course featuring design based problem solving and academic concepts in 6 modules from architectural design to transportation. A high-energy multimedia format takes student involvement to an even higher level. Students will use Paxton/Patterson's CAREERplus Integrated Instructional Units to explore open-ended problems and imagine solutions. Additional whole class learning experiences focus on learning the basic characteristics of technology and design. Students will use this course as a foundation before moving on to the more rigorous, upper-level technology and engineering courses. This course and TSA technical and leadership activities enhance the skills of students interested in pursuing technical, engineering, or science related careers.

CREDIT: 1 **TYPE:** Honors

Foundations of Engineering and Technology Part B Honors

This course continues and expands on technology concepts from Foundations of Technology and Engineering 1. Technology labs in this course increase in difficulty and are foundational for preparing students to succeed in Applications of Engineering and Technology. Labs and activities in Foundations 2 explore the technologies related to current fields of engineering, including: digital electronics, robotics, lasers, and material science. Emphasis will be placed on learning to research and present information directly related to their technology based studies. This course and SkillsUSA technical and leadership activities enhance the skills of students interested in pursuing technical, engineering, or science related careers.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Foundations of Engineering and Technology Part A

Applications of Engineering and Technology Part A Honors

Students will work individually and in teams to apply engineering and technology concepts to solve real

world problems. This course includes applications of alternative energy, manufacturing, architecture, and robotics. Students will gain experience using industry recognized SolidWorks design software and explore the career opportunities available in engineering and technology fields.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Foundations of Engineering and Technology Part B Honors

Applications of Engineering and Technology Part B Honors

Students will work individually and in teams to apply engineering and technology concepts to solve real world problems. This course includes applications of alternative energy, manufacturing, architecture, and robotics. Students will gain experience using industry recognized SolidWorks design software and explore the career opportunities available in engineering and technology fields.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Applications of Engineering and Technology Part A Honors

Drafting I Honors

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, mathematics, sketching and computer assisted design (CAD), skills, and techniques. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 **TYPE:** Honors

Drafting II – Engineering Honors

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as

INVENTOR or SolidWorks, are essential and are the required method of producing finished drawings.

Topics include advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric-Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling. English language arts, mathematics, and science are reinforced. Appropriate work-based learning strategies include apprenticeship, cooperative education, internship and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Drafting I

Drafting III – Engineering Honors

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering, Drafting and Design, Employment Requirements, Engineering Design Concepts and Principles, Advanced Manufacturing Processes, Advanced Parametric-Solid Modeling, Geometric Dimensioning and Tolerancing, Work Drawings and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio. English language arts and mathematics are reinforced.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Drafting II-Engineering Honors



The **Academy of Business & Finance** connects high school students with the world of financial services and personal finance, offering a curriculum that covers banking and credit, financial planning, global finance, securities, insurance, accounting, and economics. The Academy of Business & Finance curriculum and certification is validated by the [Council for Economic Education](#).

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Principles of Finance	Financial Services	Insurance	Business in a Global Economy
Entrepreneurship	Financial Planning	Professional Ethics	Applied Finance
Achievable Certifications: <ul style="list-style-type: none"> - Quickbooks - Career Readiness Certificate (Work Keys) - Community College Articulation Credit 		Recommended Electives: <ul style="list-style-type: none"> Accounting I-Quickbooks Honors Accounting II 	

Academy of Business and Finance

Course Descriptions

Principles of Finance Honors and Entrepreneurship Honors-AOF

Principles of Finance Honors: This is the first part of the course and introduces students to the financial world. Students develop financial literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital; and study key investment-related terms and concepts. They also research how innovations have changed the financial services field. Students explore careers that exist in finance today.

Entrepreneurship Honors: This part of the course introduces students to the critical role entrepreneurs play in the national and global economy. Students learn the skills, attitudes, characteristics, and techniques necessary to become successful entrepreneurs. They explore starting a business and learn about the operational issues and financial risks that new businesses face. Students examine ethical issues and develop a framework for managing them. Students identify the risks, returns, and other aspects of entrepreneurship as a potential career

CREDIT: 1 **TYPE:** Honors

Financial Services Honors and Financing Planning Honors-AOF

Financial Services Honors: gives students an overview of banks and other financial services companies. It introduces students to the origins of money and banking and examines the early history of banking in the United States. Students study the financial services industry and the types of companies it includes in depth. They learn about the services offered by such companies and analyze the ways these companies earn profits. Students examine careers in financial services.

Financial Planning Honors: provides students with an overview of the job of a financial planner. Students learn to consider how all aspects of financial planning might affect a potential client, and learn about the importance of financial planning in helping people reach their life goals. This course includes lessons on saving, borrowing, credit, and all types of insurance, and covers various types of

investments. Students also examine careers in financial planning.

CREDIT: 1 **TYPE:** Honors

Professional Ethics Honors and Insurance Honors-AOF

Professional Ethics Honors: introduces the importance of ethics in business. Students focus on the significance of ethics to stakeholders; examine who bears responsibility for monitoring ethics, and explore ethical situations common in organizations. Students examine how ethics affects various business disciplines and consider the impact of organizational culture. Students also explore ethics as social responsibility, the evolution of ethics in international business, and how the free market and ethics can coexist.

Insurance Honors: introduces students to the insurance industry and to its critical role in the financial services sector and in society. It covers common types of insurance, including life, health and disability, property, liability, and forms of commercial insurance. Students examine the business model underlying the industry and how underwriting, actuarial science, and investment practices affect an insurance company's financial success. Finally, they explore career opportunities, including broker, underwriter, actuary, and claims adjuster.

CREDIT: 1 **TYPE:** Honors

Business in a Global Economy Honors and Applied Finance Honors-AOF

Business in a Global Economy Honors: provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally, and to the potential opportunities available to those businesses. Building on concepts introduced in Principles of Finance, Business in a Global Economy broadens students' understanding of how businesses operate, grow, and thrive in our ever changing world.

Applied Finance Honors: delves into the financial concepts introduced in Principles of Finance. Students learn to identify the legal forms of business organization and continue to develop an

understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today.

CREDIT: 1 **TYPE:** Honors

Accounting I Honors

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. NC Math II is recommended preparation for this class.

CREDIT: 1 **TYPE:** Honors

Accounting II Honors

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Accounting I Honors



The **Academy of Hospitality & Tourism** helps students chart career paths in one of the world's largest industries, from hotel management to sports, entertainment, and event management, and includes the study of geography, economics, and world cultures. The Academy of Hospitality & Tourism curriculum has received industry validation from the [Global Travel and Tourism Partnership](#) (GTTP) and The [Institute of Travel & Tourism](#) (ITT). Additionally, GTTP and the Academy of Hospitality & Tourism offer a joint certification.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Principles of Hospitality and Tourism Delivering Great Customer Service	Geography for Tourism Professional Ethics	Event Planning Hospitality Marketing	Sustainable Tourism Principles of Finance
Achievable Certifications: <ul style="list-style-type: none"> - National Retail Federation Certification in Customer Service - ServSafe® (culinary industry) - Career Readiness Certificate (Work Keys) - Community College Articulation Credit - NC Hospitality & Pride Certificate 		Recommended Electives: <ul style="list-style-type: none"> Culinary Arts and Hospitality I Culinary Arts and Hospitality II-Applications Culinary Arts and Hospitality III 	

Academy of Hospitality & Tourism

Course Descriptions

Principles of Hospitality and Tourism Honors and Delivering Great Customer Service Honors-AOHT

Principles of Hospitality and Tourism Honors: provides an overview of the current hospitality and tourism industry. Students learn about the history of the industry, explore traveler motivation and consumer needs, the industry's economic and environmental impacts, domestic and international travel, and sales in tourism. Students explore careers in the hospitality and tourism industry.

Delivering Great Customer Service Honors: introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze both good and poor customer service in a variety of contexts and through various methods. Students explore communication skills and strategies, and they use a problem-solving perspective to understand barriers to communication and good service. They learn various means of measuring the quality of service and explore careers that focus on customer service.

CREDIT: 1 **TYPE:** Honors

Geography for Tourism Honors and Professional Ethics Honors-AOHT

Geography for Tourism Honors: introduces students to the importance of geography in the hospitality and tourism industry through the study of travel or "destination" geography. It introduces students to the concepts and vocabulary of geography as they explore the world's geographic regions, focusing on factors that create desirable travel destinations: weather/climate, physical features, cultural elements, and historical interest. Students apply their understanding of these factors to a detailed analysis of one country from a travel geography standpoint.

Professional Ethics Honors: introduces the importance of ethics in business. Students focus on the significance of ethics to stakeholders; examine who bears responsibility for monitoring ethics, and explore ethical situations common in organizations. Students examine how ethics affects various business disciplines and consider the impact of

organizational culture. Students also explore ethics as social responsibility, the evolution of ethics in international business, and how the free market and ethics can coexist.

CREDIT: 1 **TYPE:** Honors

Event Planning Honors and Hospitality Marketing Honors-AOHT

Event Planning Honors: introduces students to the skills and knowledge required in the event planning profession. After studying the steps involved in planning a special event, students learn about event planning in sports. They then examine the unique requirements of event planning in entertainment and the performing arts. Students gain valuable experience in project management that can be applied to any career path. They also examine careers in the field of event planning.

Hospitality Marketing Honors: introduces students to the objectives, strategies, and tools that are important to marketing in the hospitality industry, expanding on topics introduced in Principles of Hospitality and Tourism. Students learn about each phase of marketing and the wide range of options that all marketing managers and business owners consider as they create, or revise, marketing plans. Students also explore career opportunities in the field of hospitality marketing.

CREDIT: 1 **TYPE:** Honors

Sustainable Tourism Honors and Principles of Finance Honors-AOHT

Sustainable Tourism Honors: introduces students to the profound changes taking place worldwide in the tourism industry. Students examine the environmental and socioeconomic impacts and interrelationships of tourism, as well as the transition to a greener tourism economy. They explore the ramifications of tourism development in terms of increased sustainability, profitability, and benefits to the surrounding communities, and they examine ecotourism as a model for sustainability, profitability, and benefits to the surrounding communities. Students explore careers in the field of sustainable tourism.

Principles of Finance Honors: introduces students to the financial world. Students develop financial

literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital; and study key investment-related terms and concepts. They also research how innovations have changed the financial services field. Students explore careers that exist in finance today.

CREDIT: 1 **TYPE:** Honors

Culinary Arts and Hospitality I

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. Are, English language arts, mathematics, science, and social studies are reinforced. Content in this course aligns with related industry credentials. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

Culinary Arts and Hospitality II-Applications

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English language arts, mathematics, science and social studies are reinforced. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Culinary Arts and Hospitality I

Culinary Arts and Hospitality III

This course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manager, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and

receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Culinary Arts and Hospitality II-Applications



The **Academy of Life Sciences** connects high school students with the world of life sciences, offering a curriculum that covers the different aspects of the Life Sciences industry to include health care, counseling and mental health, Dietician/Nutritionist, Veterinary, and Health Fitness Science.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Foundations of Health Science	Health Science I	Health Science II and/or Biomedical Technology	Pharmacy Technician CCCC Programs: -Nurse Aide -Dental Assisting -Medical Assisting -Health Information Technology
Certifications and Honors Earned: <ul style="list-style-type: none">- Community College Articulation Credit- First Aid- CPR/AED- Stop the Bleed- OSHA 10-Industry Certification (Healthcare)- CPhT Certified Pharmacy Technician Suggested Co-Requisites: <ul style="list-style-type: none">- Biology- Chemistry- Physiology and Anatomy		Academy of Life Sciences Cohorted Courses: Students in the Academy of Life Sciences will also take the following core courses as a group and the teachers will connect these courses with the business and finance curriculum: <ul style="list-style-type: none">- Math- Science	
Extra-Curricular Activities: <ul style="list-style-type: none">- Business Tours- Field Trips- HOSA Activities and Competitions ...and much more!!			

Academy of Life Sciences

Course Descriptions

Biomedical Technology Honors

This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. HOSA Future Health Professionals competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 25

CREDIT: 1 TYPE: Honors

PREREQUISITE: Health Science I

Foundations of Health Science Honors

This course is designed for students to acquire foundational knowledge pertinent to healthcare professionals. Topics include advancements in healthcare, medical terminology, mathematics used in healthcare, the domains of healthcare, and in-demand healthcare careers. Students will enhance their communication, leadership, and career decision-making skills. English language arts and mathematics are reinforced. Recommended maximum enrollment: 30

CREDIT: 1 TYPE: Honors

Health Science I

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. HOSA Future Health Professionals competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation

for this course. Recommended maximum enrollment: 30

CREDIT: 1 TYPE: Honors

Health Science II Honors

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. HOSA Future Health Professionals competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 TYPE: Honors

PREREQUISITE: Health Science I

Pharmacy Technician Honors

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course.

CREDIT: 1 TYPE: Honors

PREREQUISITE: Health Science II Honors or Biomedical Technology Honors

CTE Certifications & Credentials

Earn more than a high school diploma by obtaining Industry-recognized certifications and credentials.

You can earn these certifications and credentials in Lee County. Search the course selection guide for the appropriate courses or ask your school's counselor or Career Development Coordinator for more information. For more details about the opportunities within Career and Technical Education (CTE), you should plan to visit

<https://center.ncsu.edu/nccte-cms/>

- *Adobe Certified Associate
- *American Heart Association CPR & First Aid
- *Autodesk Certified User
- *Caterpillar Apprenticeship Training in Welding (CAT-W)
- *Certified Food Protection Manager
- *Certified SolidWorks Associate
- *Certified Welders for Welding Code AWS D.1 (Structural Steel)
- *CISCO Certified Network Associate
- *CompTIA A+
- *Customer Service and Sales (National Retail Federation)
- *Intuit Quickbooks Certified User
- *National Academy Foundation Academy of Business & Finance
- *National Academy Foundation Academy of Engineering
- *National Academy Foundation Academy of Hospitality & Tourism
- *National Center for Construction Education and Research (NCCER)
- *National Institute for Automotive Service Excellence (ASE)
- *NIMS Measurement Materials and Safety
- *NC Hospitality & Pride
- *North Carolina Career Readiness Certificate
- *North Carolina Early Childhood Education Credential
- *North Carolina Hunter Safety
- *OSHA 10-Hour Safety Certificate
- *ServSafe-Food Protection Manager

Career and Technical Education (CTE) Course Descriptions

An **LCHS** or **SLHS** beside a course title indicates the school where the course is offered.

Agricultural Education Courses

Agriscience Applications

This **recommended supplemental technical** course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Content in this course aligns with related industry credentials. Recommended maximum enrollment: 25 **CREDIT: 1 TYPE: Standard**

Animal Science I

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 25 **CREDIT: 1 TYPE: Standard**

Animal Science II Honors-Companion Animal

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 25

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Animal Science I

Sustainable Agriculture Production I

This course focuses on the increasingly complex world of producing enough food and fiber to meet the growing world demand and at the same time maintain ecological balance and conserve our natural resources. Students will explore implementing environmentally sound practices in agricultural production to satisfy the needs of a growing population for today and tomorrow. A breadth of topics including: crop and animal production, natural resources management, agroforestry, food safety, and the farm to fork continuum will set the educational stage for this course. English language arts, mathematics, and science are reinforced.

CREDIT: 1 **TYPE:** Standard

Sustainable Agriculture Production II

This course expands on the complexity of producing enough food and fiber to meet the growing world demand and at the same time maintain ecological balance and conserve our natural resources. Students will explore the U.S. food system and how agriculture impacts the quality of life at all levels as well as the energy resources necessary to meet these needs. Twenty first century topics such as precision agriculture, biotechnology, bioinformatics, plant and animal breeding, apiculture, aquaponics, hydroponics, vermicomposting and food safety will be explored as to their role in a sustainable society. Students will discuss marketing strategies for agricultural products and develop a business plan for

a sustainable grower. English language arts, mathematics, and science are reinforced.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Sustainable Agriculture Production I

Business, Finance, and Marketing Education

Accounting I Honors

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended Maximum Enrollment: 24

CREDIT: 1 **TYPE:** Honors

Accounting II Honors

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Accounting I- Honors

Business Essentials

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology. Recommended Maximum Enrollment: 30

CREDIT: 1 **TYPE:** Standard

Business Management I

This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Students will work through ethical dilemmas and problem-solving situations with customer service while applying academic and critical-thinking skills. English language arts is reinforced. Recommended Maximum Enrollment: 30

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Business Essentials or Principles of Business (taken prior to 2022-23 school year).

Business Management II

This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Business Management I

Entrepreneurship I

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services,

research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 25

CREDIT: 1 **TYPE:** Standard

Entrepreneurship II Honors

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Student acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Entrepreneurship I

Financial Planning I

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills. Recommended Maximum Enrollment: 30

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Business Essentials or Principles of Business (taken prior to 2022-23 school year).

Financial Planning II

Students will further develop the fundamental knowledge and skills acquired in the prerequisite

course to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

CREDIT: 1 **TYPE:** Standard
PREREQUISITE: Financial Planning I

Marketing Honors

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 30

CREDIT: 1 **TYPE:** Honors

Marketing Applications

In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.

CREDIT: 1 **TYPE:** Standard
PREREQUISITE: Marketing

Computer Science and Information Technology Education

Adobe Visual Design I

In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification. English language arts are reinforced. Recommended maximum enrollment: 24

CREDIT: 1 **TYPE:** Standard

Adobe Visual Design II

This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. English language arts are reinforced. Recommended maximum enrollment: 24

CREDIT: 1 **TYPE:** Standard
PREREQUISITE: Adobe Visual Design I

Adobe Digital Design I SLHS

This course is a project-based course that develops career and communication skills in Web design using Adobe tools. This course is aligned to the Adobe Dreamweaver certification. English language arts are reinforced. Recommended maximum enrollment: 24

CREDIT: 1 **TYPE:** Standard

Adobe Video Design I LCHS

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to the Adobe Premiere certification. English language arts are reinforced. Recommended maximum enrollment: 24

CREDIT: 1 **TYPE:** Standard

Cisco Network Engineering Technology I – Honors LCHS

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of the Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. This course uses *Cisco Introduction to Networks* curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended Maximum Enrollment: 25

CREDIT: 1 **TYPE:** Honors

Cisco Network Engineering Technology II – Honors LCHS

This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router

and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. This course uses *Cisco Routing & Switching Essentials* curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. This course can help prepare students for the CCENT certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended Maximum Enrollment: 25

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Cisco Networking Engineering Technology I Honors

Comp TIA IT Fundamentals LCHS

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, applications and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify for prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

CREDIT: 1 **TYPE:** Standard

Computer Engineering Technology I Honors LCHS

This course includes the skills required for installing and maintaining hardware. It includes objectives in the following five domains, a) PC Hardware, b) Networking, c) Laptops, d) Printers, and e) Operational Procedures. English language arts, mathematics, and science are reinforced. This course helps prepare students the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic

experiences. Recommended Maximum Enrollment: 25

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Comp TIA IT Fundamentals

Computer Engineering Technology II Honors LCHS

This course includes operating systems and troubleshooting (including troubleshooting of hardware). It includes the following four domains, a) Operating Systems, b) Security, c) Mobile Devices, and d) Troubleshooting. English language arts, mathematics, and science are reinforced. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended Maximum Enrollment: 25

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Computer Engineering Technology I

Develop in Swift Explorations-students with no middle school Swift should start with this course.

Students will explore key computing concepts in this course, building a solid foundation in programming with Swift. Students will learn about the impact of computing and apps on society, economies, and cultures while exploring iOS app development. The app design process allows students to develop critical app creation skills through converting prototypes into full apps and encouraging students to learn to code.

CREDIT: 1 **TYPE:** Standard

Develop in Swift Fundamentals-students that took Swift in middle school should start with this course.

Students build fundamental iOS app development skills with Swift. Students are supported in learning the core concepts and practices that Swift programmers use daily and build a basic fluency in Xcode source and UI editors. Students will be able to create iOS apps that adhere to standard practices, including the use of stock UI elements and layouts. Strong communication skills are necessary and English language arts, mathematics, and computer science standards are reinforced. Recommended Maximum Enrollment: 24

CREDIT: 1 **TYPE:** Standard

Prerequisite: Develop in Swift Explorations

Develop in Swift Data Collections

In this course, students will expand their knowledge and skills in Swift by extending their work in iOS app development, creating more complex and capable apps. Students will work with data from a server and explore new iOS APIs that allow for much richer app experiences, including displaying large collections of data in multiple formats. Students will have the opportunity to explore app design by brainstorming, planning, prototyping, and evaluating an app idea of their own.

CREDIT: 1 **TYPE:** Standard

Prerequisite: Develop in Swift Fundamentals

Family and Consumer Sciences Education

Apparel and Textile Production I LCHS

In this course students are introduced to the Apparel & Textile industry in the areas of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics and science are reinforced. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended Maximum Enrollment: 20 (or 2 per sewing machine).

CREDIT: 1 **TYPE:** Standard

Apparel and Textile Production II Honors LCHS

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing Apparel & Textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills necessary for successful marketing and

distribution of an apparel product. Art, literacy, mathematics, science and social studies are reinforced throughout. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended Maximum Enrollment: 20 (or 2 per sewing machine).

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Apparel and Textile Production I

Counseling and Mental Health I LCHS

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the lifespan. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology are reinforced.

CREDIT: 1 **TYPE:** Standard

Counseling and Mental Health II LCHS

Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, science, technology, interpersonal relationships are reinforced.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Counseling and Mental Health I

Culinary Arts and Hospitality I

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches,

quick breads and cookies, and dining room service. Are, English language arts, mathematics, science, and social studies are reinforced. Content in this course aligns with related industry credentials. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

Culinary Arts and Hospitality II-Applications

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English language arts, mathematics, science and social studies are reinforced. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Culinary Arts and Hospitality I

Culinary Arts and Hospitality III

This course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manager, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Culinary Arts and Hospitality II

Food and Nutrition I

This course examines the nutritional needs of the individual. Students learn fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills

through authentic experiences. Recommended maximum enrollment: 20 (or 4 to 5 per laboratory kitchen).

CREDIT: 1 **TYPE:** Standard

Food and Nutrition II Honors

In this course, students experience the cross-section of nutrition science and food preparation while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students come to understand food protection, nutrients, lifespan nutrition, sports nutrition, medical nutrition therapy, American and global foodways, and entrepreneurship. English language arts, mathematics, and science are reinforced.

Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *See <http://www.servsafe.com/> for information on the student credentialing program and testing information. Recommended maximum enrollment: 20 (or 4 to 5 per laboratory kitchen).

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Food and Nutrition I

Child Development

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. FCCLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 25

CREDIT: 1 **TYPE:** Standard

Early Childhood Education I

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 15 years of age prior to September 1 to enroll in this course.

http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html.

**This is a one-semester double block course. Upon successful completion of the course, two units of credit will be earned. Partial credit will not be given for this course.* Recommended maximum enrollment: 20

CREDIT: 2 **TYPE:** Standard

PREREQUISITE: Child Development and be 15 prior to September 1.

Health Science Education

Biomedical Technology Honors

This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. HOSA Future Health Professionals competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 25

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Health Science I

Health Science I

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. HOSA Future Health Professionals competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course. Recommended maximum enrollment: 30

CREDIT: 1 **TYPE:** Standard

Health Science II Honors

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. HOSA Future Health Professionals competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Health Science I

Pharmacy Technician Honors

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Health Science II Honors or Biomedical Technology Honors

Trade, Technology, Engineering & Industrial Education

Automotive Service Fundamentals LCHS

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also, careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

Automotive Service I LCHS

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Automotive Service Fundamentals

Automotive Service II Honors LCHS

This course builds on the knowledge and skills introduced in Automotive Service I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR-G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Automotive Service I

Construction Core

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also, it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for

Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

Carpentry I

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Construction Core

Carpentry II Honors

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills

through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Carpentry I

Drafting I Honors

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, mathematics, sketching and computer assisted design (CAD), skills, and techniques. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **CREDIT:** 1 **TYPE:** Honors

Drafting II Honors– Engineering

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential and are the required method of producing finished drawings. Topics include advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric-Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling. English language arts, mathematics, and science are reinforced. Appropriate work-based learning strategies include apprenticeship, cooperative education, internship and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Drafting I Honors

Drafting III Honors – Engineering

This course teaches the development of knowledge and advanced skills in Engineering Drafting and

Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering, Drafting and Design, Employment Requirements, Engineering Design Concepts and Principles, Advanced Manufacturing Processes, Advanced Parametric-Solid Modeling, Geometric Dimensioning and Tolerancing, Work Drawings and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio. English language arts and mathematics are enforced.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Drafting II-Engineering Honors

Electrical Trades I LCHS

This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Construction Core

Electrical Trades II Honors LCHS

This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding. English language arts, mathematics, and

science are reinforced. Work based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Electrical Trades I

Masonry I Honors LCHS

This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Construction Core

Masonry II Honors LCHS

This course builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Math II is recommended as preparation for this course. This

course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Masonry I Honors

Metals Manufacturing Technology I LCHS

This course introduces various processes and job opportunities in manufacturing with emphasis on machining metal parts. Topics include safety, math, measurement, blueprint reading, layout, bench work, sawing, drilling, turning, and milling. This course is aligned and designed to prepare students for the National Institute for Metalworking Skills (NIMS) Measurement, Materials, and Safety credential. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

Metals Manufacturing Technology II LCHS

This course provides advanced instruction in metals manufacturing and introduces various processes in manufacturing with emphasis on machining metal parts. Topics include job planning, job management, layout, bench work. This course is aligned and designed to prepare students for the National Institute for Metalworking Skills (NIMS) Job Planning, Benchwork, and Layout credential. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide

the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Recommended maximum enrollment: 20

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Metals Manufacturing Technology I

Metals Manufacturing Technology III LCHS

This course provides advanced instruction in metals manufacturing and introduces various processes in manufacturing with emphasis on machining metal parts. Topics include milling set up and operations, and quality control. This course is aligned and designed to prepare students for the National Institute for Metalworking Skills (NIMS) Milling I credential. English language arts and mathematics are reinforced.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Metals Manufacturing Technology II

CTE Electives

CTE Advanced Studies

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster.

The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to post-secondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an organization for Marketing Education students), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Family Career and Community Leaders of America (FCCLA), Health Occupation Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills

through authentic experiences. Recommended Maximum Enrollment: 25

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Two technical credits, one of which is a completer course, in one Career Pathway

CTE Apprenticeships

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. These courses are appropriate for occupations that do not require a college degree, but require a high level of skill and knowledge.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Two technical credits in the same Career Cluster

CTE Internship

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The student has the opportunity to perform additional course requirement to receive Honors credit. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

CREDIT: 1 **TYPE:** Standard and Honors Offered

Caterpillar Welding Apprenticeship

This specialized apprenticeship program is a partnership between Lee County Schools, Central Carolina Community College, NC Dept of Commerce and Caterpillar, Inc. An application and interview is required in the Spring of the 10th grade year in order to be eligible for participation. Upon completion, successful students will have earned a Welding Certification from CCCC, Youth Apprenticeship

Certification from the Department of Commerce, and possible employment at Caterpillar.

COURSE NOTE: This course is a part of the Caterpillar Welding Apprenticeship program. Please see your counselor or Career Development Coordinator for more information.

CREDIT: 2 **TYPE:** Standard

Fire Academy

This specialized academy is a partnership between Lee County Schools and Central Carolina Community College. Students will be provided instruction consistent with the most current NC Fire and Rescue Commission guidelines in conjunction with the office of the NC State Fire Marshall. These three courses will present the student with the knowledge, skills and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications.

Course Descriptions

Arts Education
English
English as a Second Language
Health and Physical Education
JROTC
Mathematics
Miscellaneous
Science
Social Studies
World Languages

LCHS beside a course title indicates the course is offered only at
Lee County High School

SLHS beside a course title indicates the course is offered only at
Southern Lee High School

Arts Education

The NC Arts Education Essential Standards reflect four levels of proficiency for high school courses for credit. The Beginning and Intermediate levels build the foundation for student success in continuing coursework at the Proficient and Advanced levels. Students who take coursework at the Proficient or Advanced levels are applying their skills and understanding in increasingly sophisticated, complex, and challenging ways. Courses using the Proficient and Advanced standards are written at the highest achievement levels and require inherently advanced coursework. These courses are only available for weighted (honors) credit. Specialized courses may be offered at each proficiency level in each arts education discipline (music, theatre arts, and visual arts).

****Courses will be offered depending upon sufficient enrollment and instructor availability. *Auditions may be required as a prerequisite for proper placement. Students may be scheduled for specific courses based upon auditions and instructor recommendation.***

MUSIC EDUCATION

Music Theory I

Music Theory is a standard level course open to students who have prior vocal or instrumental experience in high school. This course is a survey of musical form, structure, notation, sight singing, and development as applied to practice in contemporary American music. Historical contributions of various cultures and geographic influences are important elements of this course. Student application is demonstrated through melodic and harmonic analysis. Performance evaluation is determined by written and performed example of musical techniques.

CREDIT: 1 TYPE: Standard

Music Theory II

Music Theory II builds on the basics taught in Music Theory I. It continues with harmonic analysis, composition, part writing and orchestration, and arranging. Advanced theoretical topics are covered with practical application to performance.

CREDIT: 1 TYPE: Honors
PREREQUISITE: Music Theory I

AP Music Theory

This course is designed to focus on the fundamentals and foundations of music integrating advanced materials and skills. The study of diatonic harmony, musical styles and music listening skills will be emphasized with performance and practical applications as a primary goal. This course will also enhance and encourage students' understanding of musical applications and terms with a specific emphasis on the theory of music. Students will be expected to be able to use critical thinking skills and to develop critical listening skills.

CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: Music Theory II recommended

Music Appreciation

This course is based on the history of music from the pre-baroque era to present day. Students will be able to explore a wide variety of music, and they will be introduced to many different musical ideas. This course is geared towards those who are interested in the historical aspects of music, rather than leaning music theory or taking an instrumental class.

CREDIT: 1 TYPE: Standard

MUSIC EDUCATION-BAND

Band classes will be taught at Beginning, Intermediate, Proficient, and Advanced levels. Within these levels, specific courses may be offered based upon sufficient enrollment and instructor availability.

Introduction to Band

This course is designed for students with little or no experience in the concert band setting, but wish to become involved with the instrumental program at the high school. Students will learn the necessary instrumental methods in line with the North Carolina Essential Standards in Music on a beginning concert band instrument to study technical, musical and literacy skills in the world of performing arts. Skills such as sight reading, instrumental performance, listening skills, music theory and basic abilities in playing will be acquired. Students will put on a concert at the end of the semester to celebrate the skills learned during the duration of the course. Only traditional concert band instruments will be offered

in the families of woodwinds, brass and percussion. No guitar, keyboard or “rock” instrumentation will be offered.

A fee for instrument rental may be required.

CREDIT: 1 **TYPE:** Standard

Marching Band

This class is REQUIRED for all members of the Marching Band. This includes all members of the horn line, drum line, color guard and drum majors. Emphasis will be placed on proper marching and performance techniques with class time spent on learning and rehearsing the drills and music needed.

CREDIT: 1 **TYPE:** Standard

Concert Band

This course is for students who have previous band experience but do not wish to take Marching Band. It is designed to develop each student’s technique so that they will be prepared to play in more advanced bands in the future.

CREDIT: 1 **TYPE:** Standard

Jazz Ensemble

Jazz Ensemble is an instrumental course designed to study and perform styles of music native to American and Latin American popular music. Previous musical experience including music reading and ensemble participation is required for wind instruments and the rhythm section which includes electric or upright bass, piano and guitar. Electric bass and guitar players need to be able to read chord figures and written music without tabs. This a performance-based class with performances during and after school. Students enrolled in Jazz Band should expect to attend mandatory performances and occasional rehearsals on evenings and/or weekends.

CREDIT: 1 **TYPE:** Standard

Stage Band

This course includes the study and performance of music from the jazz and pop idiom on a more advanced level. This course may be taken for two semesters during the year.

CREDIT: 1 **TYPE:** Standard

Wind Ensemble

This class will be composed of a select group of musicians. The music performed is on an advanced level (band grades IV, V, and VI).

CREDIT: 1 **TYPE:** Standard

MUSIC EDUCATION-ORCHESTRA

Orchestra Beginning

This course is an entry level-performing ensemble for the high school orchestra program. It offers a continuation of instrumental skills, individual musical development, musicianship, and performance techniques learned in the middle school orchestra program. Instrumental literature at levels I-IV that include changes in tempi, keys, and meters and represent diverse genres, styles, cultures and historical periods. Students develop skills in improvising, composing and arranging music as well as listening to, analyzing, and evaluating musical experiences. All scheduled activities are required including concerts, assemblies, festivals/contests, school-sponsored events, and community activities during the school day, evening or weekend.

CREDIT: 1 **TYPE:** Standard

Orchestra Intermediate

This course offers refinement of orchestral and musical skills for high school strings students who have developed and demonstrated appropriate instrumental practices and plays with increased technical accuracy and expression. Instruction on individual and group technique is offered for the violin, viola, cello, and string bass. This is a performance-oriented class with emphasis on music at levels II-IV that includes moderate technical demands, expanded ranges, and varied interpretive requirements. Students study and perform music of varied styles, cultures, and historical periods. Students develop skills in improvising, composing, and arranging music as well as listening to, analyzing and evaluating musical experiences. Attendance at scheduled daytime, evening, and weekend rehearsals, concerts and events is required.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Orchestra Beginning or instructor recommendation

Orchestra Proficient Honors

This course further develops the performance skills of the orchestra student as an individual player and as a member of an ensemble. Orchestra Proficient is an intermediate to advanced performance-oriented class with emphasis on music at levels III-V requiring well-developed technical skills, attention to phrasing and interpretation and the ability to perform various meters and rhythms in a variety of keys. Students play with increased technical accuracy and expression and refine sight-reading and ear-training skills. An understanding of instrumental literature in relationship to history, culture, and other content areas is gained by studying and playing literature representing diverse genres, styles, and cultures. Activities may include daytime, evening and weekend participation. All scheduled activities are required.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Orchestra Intermediate or instructor recommendation

Orchestra Advanced Honors

This course is an advanced performing ensemble for highly skilled and motivated high school orchestra students. This ensemble class will play difficult instrumental literature, which requires advanced technical and interpretive skill, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements. Refinement of orchestral techniques, instrumental pedagogy, music theory, music history, improvisation, composition, analysis and evaluation of musical experiences and ensemble skills are included in this class. Activities may include daytime, evening and weekend participation. All scheduled activities are required.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Orchestra Proficient or instructor recommendation

MUSIC EDUCATION-VOCAL MUSIC

Vocal Music Beginning

This course is open to all students interested in singing and musical performance. The course provides students with opportunities and to sing vocal literature which may include changes in tempi,

keys, and meters and represent diverse genres, styles, historical periods, and cultures. The fundamentals of music, sight singing, vocal techniques, ensemble and performance techniques are included. Improvising, composing and arranging music and listening to, analyzing, and evaluating musical experiences are also features of the content of this course. Activities are required and may include evening and weekend performances. All concert rules apply.

CREDIT: 1 **TYPE:** Standard

Vocal Music Intermediate

This course is a continuation of the skills learned in Vocal Music Beginning and features music at Level III-IV, which includes moderate technical demands, expanded ranges, and varied interpretive requirements. Students should be able to sight-read and have a general understanding of music theory and notation. Music of various styles, cultures, and historical periods are included in the repertoire of choral literature studied and performed. Performance is an important component of this course and may include evening and weekend concerts. All scheduled performances are required and may include evening and weekend participation. All concert rules apply.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Vocal Music Beginning or instructor recommendation

Vocal Music Proficient Honors

This course offers a performing ensemble for students displaying an intermediate to advanced level of vocal practices and a refined use of the voice as an instrument. Students refine their sight-reading and ear-training skills while building their knowledge of music theory and notation. Students study and perform moderately difficult music literature at levels IV -V that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys. Students develop an understanding of vocal literature in relationship to varied styles, history, cultures, and other content areas. Learning activities that build skills in improvising, composing, and arranging music are highlighted. Students also listen to, analyze, and evaluate musical

performances. Performance is an important and required component of this course and may include evening and weekend participation. All concert rules apply.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Vocal Music Intermediate or instructor recommendation

Vocal Music Advanced Honors

This course offers an advanced level vocal performance ensemble for students demonstrating advanced vocal practices and refined use of the voice as an instrument. Students develop an advanced ability to read vocal music and knowledge of music theory and notation. Students perform advanced choral literature at levels V-VI that requires advanced technical and interpretive skills, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements found in music of varied styles, cultures, and historical periods. Performance is an important and required component of this course and may require evening and weekend participation. All concert rules apply.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Vocal Music Proficient or instructor recommendation

THEATRE ARTS EDUCATION

Theatre Arts Beginning

This course is designed for the student who is interested in drama and stage work, both in performance and behind the scenes. Instruction will be given in speech production, play design, theatre history and the principles of stage craft. Students will participate in monologue, scene performance and self-directed work. Students will be involved in a public performance. After school involvement is required.

CREDIT: 1 **TYPE:** Standard

Theatre Arts Intermediate

Theatre Arts Intermediate builds on the material from Theatre Arts Beginning. Students will receive more in-depth lectures on theatre history while building their skills in character development, theatre interactions, play design and stage craft.

Students will be involved in a public performance. After school involvement is required.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Theatre Arts Beginning or instructor recommendation

Theatre Arts Proficient Honors

Emphasis in this class is placed on developing leadership roles in a variety of theatre activities. Students will develop their skills to an advanced level in all facets of the theatre. Students will be involved in a public performance. After school involvement is required.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Theatre Arts Intermediate or instructor recommendation

Theatre Arts Advanced Honors

Emphasis in this class is placed on preparation for professional or collegiate work. Students will have an opportunity to explore independently the facets of drama that most interest them. Students will be involved in a public performance. After school involvement is required.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Theatre Arts Proficient or instructor recommendation

Theatre Arts Specialization Technical Theatre I

In this course, students will learn about the technical aspects of theatre work including lighting and sound plots, set design and construction, costuming, house and theatre management and play production. Activities will include a variety of hands on experience as well as extra "lab" hours. Students will be involved in a public performance. After school involvement is required.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Theatre Arts Beginning or instructor recommendation

VISUAL ARTS EDUCATION

Visual Arts Beginning

This course is the foundation of visual arts study. It is an introduction to the creation of visual art through drawing, painting, sculpture, and art history.

Emphasis is on the development of visual art techniques and skill, incorporating the study and use of the Elements of Art and Principles of Design. Students will explore and learn the context of art in our world and will begin to develop methods to critique artwork. Students will create and develop personal sketchbooks as they explore techniques to build skill with pencil, clay, tempera paint, chalk pastel, watercolor paint, fiber arts and perspective drawing.

CREDIT: 1 **TYPE:** Standard

Visual Arts Intermediate

Skills are further developed and enhanced through the application of technique and process with chalk pastel, scratch art, oil pastel, copper foil embossing, clay tempera paint, paper cutting, watercolor paint, marker and collage. Emphasis is placed on critical thinking and the development of problem-solving skills, as well as the role of history in the development of visual arts. Students will begin to take a more personal approach to their art, as well as more in-depth critique and evaluation of their own artwork and the artwork of others. Students will continue their exploration of technique and development of skill in their sketchbooks as they prepare for their final projects with each medium.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Visual Arts Beginning or instructor recommendation

Visual Arts Proficient Honors

This advanced studio course offers continued exploration and skill building with an emphasis on refining technical skills and the exploration of personal style and individual creativity. Students will study and consider post high school options or application of their visual art interests, both academically and vocationally. Diversity of subject matter and media is encouraged. The processes of critiquing and evaluating works of art, examining art in historical and cultural contexts will be conducted and maintaining an artistic journal is required. Students will be required to create a digital portfolio of their work and exhibit a piece of their artwork at the Art Honors Night Exhibit at the end of the semester.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Visual Arts Intermediate or instructor recommendation

Visual Arts Advanced Honors

This course focuses on the development of the artist's personal voice and aesthetic in creating art. The advanced student must be self-directed and actively take ownership of their portfolio. During the first quarter, students will explore a wide range of techniques, media and processes while engaging in personal and peer critiques which may be formal or informal, oral and written. During the second nine weeks, students may be required to create a series of their work demonstrating their proficiency in media of their choice. An emphasis on exploring the artist's personal voice, craftsmanship, mastery of medium and examining conceptual concepts is expected. Reflection, journaling, creating a digital portfolio and a final artist's statement may be required. The student will participate in showing their final work at the Art Honors Night student exhibit. This class will give the self-motivated art student the opportunity to experiment, explore and expand their knowledge and ability. This class will challenge the student's creative potential, as well as provide a supportive environment for the pursuit of further opportunities in art.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Visual Arts Proficient or instructor recommendation

Drawing and Painting I

This course will develop students' technical and compositional skills by using a wide range of drawing and painting media that may include, but are not limited to graphite pencil, colored pencil, charcoal, India ink, chalk pastel, oil pastel, marker, watercolor, tempera, and acrylic. The emphasis of the class will be both drawing from observation and composition studies, as well as developing their technical skill with a variety of media. Students will explore a variety of traditional and non-traditional subject matter such as still life, landscape, and portraits, including personal ideas, taste and styles. Students will develop skills to creatively solve design problems while communicating personal expressions in each artwork they create. Students will develop their compositional understanding by applying the

Elements of Art and Principles of Design to their sketches, drawings and paintings. A variety of artists will be studied as students discover how they are relevant in art history and to their own artwork.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Visual Arts Beginning

Drawing and Painting II

This studio art course continues the development and further refinement of skills necessary for sketching, drawing, and painting, with an emphasis on creative expression and more advanced critical thinking and problem solving. Students will continue to develop their compositional understanding of the Elements of Art and Principles of Design, while striving to communicate personal expression. A variety of artists and visual art time periods will be studied, as well the incorporation of both traditional and non-traditional subject matter, as students continue to discover how they are relevant in both art history and to the development of their own unique style. Media for this course may include, but is not limited to pencil, ink, charcoal, chalk pastel, marker, tempera paint, watercolor paint, oil pastel, colored pencil, acrylic and mixed media.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Drawing and Painting I

Graphic Design

This course is for the advanced art student interested in understanding the purpose of graphic design, becoming familiar with the job of the graphic designer and learning the design procedures. This course will present graphic design basics through hands-on assignments to teach the fundamental processes, tools, concepts, and techniques. Projects will develop hand skills as well as critical and visual thinking skills. Projects will include: typography assignments, advertisement design, billboard design, business card, letterhead and logo design, package design, magazine cover design, and poster making.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Visual Arts Beginning or instructor recommendation

Visual Arts Ceramics Beginning

This course will include hand-building techniques, wheel techniques, coil methods, firing techniques and glazing techniques. Additionally, there will be a focus on the historical and economical influences of this art form.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Visual Arts Beginning or instructor recommendation

Visual Arts Ceramics Intermediate

This course will include advanced techniques in hand-building, wheel techniques and coil methods. Advanced firing and glazing techniques will be studied and applied. Students will focus on the history of the art form and its economical influences. This art form will be studied in-depth so it could become one's avocation or vocation.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Visual Arts Ceramics Beginning or instructor recommendation

Visual Arts Ceramics Proficient Honors

Advanced wheel and hand building techniques will be introduced as well as glazing techniques and kiln operation. Students will continue to refine their previous skills and identify areas in ceramics in which their strengths lie. Students will explore more in-depth pottery as a career and the economical influences of this art form. A student portfolio of their work will be developed during this semester. Students will also plan a display of their wares for the end of the course.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Visual Arts Ceramics Intermediate or instructor recommendation

Visual Arts Ceramics Advanced Honors

Students will continue to refine skills and identify their strengths in ceramics. A student portfolio will be developed. Students will prepare a display for their work for the end of the course.

Credit: 1 **Type:** Honors

PREREQUISITE: Visual Arts Ceramics Proficient or instructor recommendation

AP Art History

This course involves critical thinking and is designed to develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. Students examine and critically analyze major forms of art expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender and the functions and effects of the works of art. This course may be offered depending upon sufficient enrollment and instructor availability.

CREDIT: 1 **TYPE:** Advanced Placement

AP Studio 2D Design

This is a portfolio based class for students who are seriously interested in the practical experience of 2D art. Students submit portfolios for evaluation at the end of the school year. The portfolios are reviewed by using rigorous standards developed by the College Board program and are reviewed by college, university and secondary art instructors. This course may be offered depending upon sufficient enrollment and instructor availability.

CREDIT: 1 **TYPE:** Advanced Placement

English Course Descriptions

Foundations of English I

Foundations of English II

Foundations of English courses are designed to assist students to develop the skills necessary to be successful in required English classes. These courses provide in depth instruction in basic language arts skills. Emphasis is on reading comprehension writing skills and strategies. Foundations of English classes serve as electives and provide supplemental instruction in the area of Language Arts literacy. They do not fulfill one of the four units of English required for graduation. Enrollment is based on teacher recommendation.

CREDIT: 1 **TYPE:** Standard

English I

This course provides students with an introduction to the different genres of literature; focus is placed on literary terms and elements. Writing instruction focuses on mechanics, usage, and structure. Special emphasis focuses on the integration of reading, writing, speaking, listening, and viewing. Students may do a research project in this course.

CREDIT: 1 **TYPE:** Standard

English I Honors

This course provides challenges for the motivated student by concentrating on developing reading, writing, and critical thinking skills while focusing on literary types and appropriate oral and written responses. The importance of audience and purpose in communication is explored. The course provides a review of grammar, mechanics and usage as needed. Students may do a research project in this course.

CREDIT: 1 **TYPE:** Honors

English II

This course provides students with a study of world literature and emphasizes the use of composition to analyze and evaluate time and culture. Students edit their work for mechanical correctness, fluency, and structure. Students may do a research project in this course.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: English I or English I Honors

English II Honors

This course provides challenging written and oral response opportunities through an intensive study of world literature. Composition types, writing strategies and revision techniques are stressed. Frequent writing assignments are required. The course provides a review of grammar, mechanics, and usage as needed. Students may do a research project in this course.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: English I or English I Honors

English III

This course provides students with a study of American literature while improving reading and grammar skills, developing vocabulary and expanding effective writing strategies. Improvement of media center/research skills and competency in expository writing will be stressed. Students may do a research project in this course.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: English II **or** English II Honors

English III Honors

This course provides highly motivated students an intensive study of selected American Literature with appropriate oral and written responses. The course concentrates on the development of complex thought processes and critical, literary analysis. Frequent writing assignments are required. Students will conduct research in this course.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: English II **or** English II Honors

AP English - Language and Composition

The AP English Language and Composition course is a college curriculum composition course described by The College Board as “one of the most varied” in the AP course offerings. Students will read and respond to a wide variety of texts for the purpose of demonstrating rhetorical analysis, rhetorical writing, and critical thinking. Text selection is designed with the college course in mind, the primary goal being that students learn to respond across the college curriculum with confidence and effectiveness. This course satisfies the graduation requirement for English III.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: English II **or** English II Honors

English IV

This course provides a study of major British and western European works of literature as well as the history of the English language to its present form. Critical thinking skills with appropriate oral and written responses are developed. Oral communication and research/ media center skills are refined. Students will conduct research in this course.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: English III **or** English III Honors

English IV Honors

This challenging course for highly motivated students provides an intensive study of British and western European Literature, past and present, in order to understand historical and contemporary issues. Critical thinking skills with appropriate oral and written responses are developed. Students will refine oral communication and research/media center skills as needed. Students will conduct research in this course.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: English III **or** English III Honors **or** English III AP - Language and Composition

AP English - Literature and Composition

This course engages students in the careful reading and critical analysis of imaginative literature from the 16th-21st centuries. Through the close reading of selected poetry, drama, and fiction, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. This course satisfies the graduation requirement for English IV.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: English III **or** English III Honors

ENGLISH ELECTIVES

The following elective courses will be offered depending upon sufficient enrollment and instructor availability.

Journalism I

In this course students are introduced to the fundamentals of newspaper and yearbook production. In the newspaper component, they learn the basics of news writing: interviewing techniques, editing and organizational strategies, and headline writing. In the yearbook component, they learn the

basics of layout and design, including picture and copy placement.

CREDIT: 1 **TYPE:** Standard

Journalism II – Newspaper

In this course students produce the student newspaper. All students sell and service ad accounts, investigate and report news, and plan pages. In addition to extensive news writing, course content includes newspaper production and computer assisted layout and design. This course may be taken for two semesters. Students may earn one unit per semester.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Journalism I

Journalism II – Yearbook

This course is for publication staff members. Students are required to have a leadership position on the publication staff. Students plan a yearbook ladder, complete various spreads and assignments, copy edit, and complete a portfolio of work.

They master advanced layout and design of desktop publishing, digital imagery, and photo placement. Application required.

CREDIT: 2 **TYPE:** Standard

PREREQUISITE: Journalism I

Journalism III – Newspaper Honors

This course will focus on the development of the skills and abilities necessary to manage and operate a newspaper as a business with students working in managing editor roles. Students will learn to calculate production costs of a newspaper and to analyze sales and profit margins while acting in key leadership positions to insure the effective pursuit of quality oriented production results. Newspaper writing contributions will focus on column, feature, and or editorial submissions. Each student will design and produce one edition of a newspaper as a final project.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Journalism II – Newspaper

Journalism III – Yearbook Honors

This course is for publication staff members. Students are required to have a leadership position on the publication staff. Students plan a yearbook

ladder, complete various spreads and assignments, copy edit, and complete a portfolio of work. They master advanced layout and design of desktop publishing, digital imagery, and photo placement.

CREDIT: 2 **TYPE:** Honors

PREREQUISITE: Journalism II – Yearbook

Journalism IV – Newspaper Honors

This course is designed for students who are interested in exploring journalism as a profession. Students will design an independent study project in an area of their interest, conduct research during the entire semester, and submit an end-of-course product while at the same time producing editorials, columns, and feature stories for the newspaper. In order to further develop management skills, students will act as a board of directors for the newspaper staff.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Journalism III – Newspaper

Advanced Composition for the College Bound Student Honors

This course focuses on expository writings with emphasis on organization and application of ideas. Emphasis will be placed on solid paragraph development, proper mechanics, and grammar. Focus will be placed on the following writing strategies: narrative, descriptive, persuasive, reflective, compare/contrast, cause/effect, definition and literary analysis. Students will refine research and editing skills as they prepare a minimum of one written assignment each week. Technology, including computer-based research and MLA documentation, will be integrated throughout the semester.

CREDIT: 1 **TYPE:** Honors

African American Literature

This course is designed to give students insights into the history of African- American literature. Students will become acquainted with a variety of classic texts, writers, and themes that have fundamentally shaped the African-American literary tradition. The student will also recognize and appreciate

contributions of selected authors through reading, speaking, and viewing selected works.

CREDIT: 1 **TYPE:** Standard

Contemporary Literature

This course is designed for students interested in exposure to more recent literary "greats". Students will study various pieces, such as Stephen King's *The Green Mile*, Iain Bank's *The Crow Road*, and Audrey Niffenegger's *The Time Traveler's Wife*, and relate the texts to modern society. While working individually and in small groups, students will complete research projects on the books and explore what newer texts should be added to the literary canon.

CREDIT: 1 **TYPE:** Standard

Creative Writing

This course focuses on writing short stories, poetry and personal expression in other forms as well. Students read exemplary composition models, discuss the skills and structures, and write, read, and critique their own poetry and prose. In addition, students submit entries to literary contests.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: English II or English II Honors is recommended

Film as Literature

Students will study film and other media as visual and auditory texts. Students will develop an understanding of the many dimensions (philosophical, ethical, and aesthetic) of the literature experience. Students will compare and contrast the written text with the visual text. Film as literature is an English elective with the aim of improving students' critical thinking skills through analyzing various genres of film. By exploring social concepts, issues, and conflicts depicted in film, students will gain insight into their own character and surrounding environment. Students will be given both creative and critical writing assignments. Elements of grammar, punctuation, vocabulary and style will also be taught. Students will read classic and contemporary novels, short stories and plays, view the corresponding film, and utilize writing skills

through critiques, analysis, response journals and compare/contrast essays.

CREDIT: 1 **TYPE:** Standard

Literary Publications

In this course students plan the theme, layout, and page design of literary publications. Attention is given to developing a business plan for meeting production costs.

CREDIT: 1 **TYPE:** Standard

Reading and Writing for College and Beyond Honors

Students will read challenging texts and write about them. Teachers will foster passion for literacy and expand students' reading and writing horizons before they go into specialized literacy in the upper high school grades and beyond. Examples of texts include fiction, nonfiction, social studies/psychology, allegory, poetry and drama.

CREDIT: 1 **TYPE:** Honors

Reading Competency

This course is designed to improve reading proficiency. Students who successfully complete this course will receive one unit of elective credit.

CREDIT: 1 **TYPE:** Standard

Science of Fiction

This course is a study of Science Fiction and the inventions of the Sci-Fi authors' work within the realm of scientific possibility based on contemporary scientific research. Specifically works and topics that will be covered will be *Frankenstein* and genetic engineering and organ farming; *The Time Machine* and the possibilities of time travel, as well as various multimedia contemporary works. The course will also explore how the writers of science fiction have influenced the development of technology that we know today.

CREDIT: 1 **TYPE:** Standard

Shakespeare Honors

Students will enlarge and expand their knowledge of Shakespeare's plays by studying selected histories, comedies, and tragedies. Students will learn about the classical origins of Shakespeare's work, his

influence on Western literature and culture, and relevant contemporary criticism of his dramas.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: English I or English I Honors

Southern Writers

A survey of nineteenth-century Southern writers is followed by detailed study of the major writers of the Southern Renaissance including William Faulkner, Thomas Wolfe, Robert Penn Warren, Eudora Welty, Flannery O'Connor, and Walker Percy. Major contemporary figures such as Maya Angelou as well as more recent young writers are also included.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: English I or English I Honors

Speech/Debate I

Speech is the coordination of mind, body, and voice to communicate ideas. In this course students prepare speeches, deliver them to the class audience, observe and comment on TV and radio personalities, and participate in class discussions. The course enables students to develop poise and effective techniques for various speaking situations. Students learn how to present informative, persuasive and entertaining speeches. As they study nonverbal communication, develop listening skills, and build self-confidence, they learn to reduce the stress involved in presenting ideas in an open forum. In this comfortable class setting, students are supported and encouraged to excel as they prepare and present speeches for the class audience.

CREDIT: 1 **TYPE:** Standard

Speech/Debate II Honors

Students learn logical, emotional, and ethical methods of persuasion. The course emphasizes collection, organization, and presentation of material on current topics of interest. Teams present formal debates in preparation for interscholastic debating on the national high school topic.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Speech/Debate I

Structured Writing

Students will focus their writing on main idea, organization, support elaboration, style, and grammar, mechanics and usage. Students will work on expressive, narrative, descriptive, expository, and argumentative and persuasive writing.

CREDIT: 1 **TYPE:** Standard **PREREQUISITE:** English I

Women in Literature

This course will analyze literature by and about women from the 1300's through modern day. It focuses on women as characters within novels, short stories, poetry, etc., as well as those writings by women, even though there may be masculine, main characters. This course also explores feminist theory and how the lens of feminism can be used to interpret literature.

CREDIT: 1 **TYPE:** Standard

English as a Second Language

High schools in Lee County Schools provide the English as a Second Language program to all eligible students according to the county's Language Instruction Education Program (LIEP) list of services. To be eligible for the ESL services, students must qualify for services based on scores from the state English language proficiency screener or annual test. The goals of the ESL program are 1) to help students obtain a college and career ready level of English proficiency in reading, writing, speaking and listening in social and academic context and, 2) to meet academic achievement standards for grade promotion and graduation. ESL services are designed to meet the specific English language and learning needs of each individual student.

Sheltered Instruction Observation Protocol (SIOP) promotes academic achievement for English learners by developing English language proficiency as they work through academic course work. Students are taught one or more content courses by certified teachers who are trained in sheltered instruction. These classes are available in a variety of courses at the high school level. The courses are designed to provide all of the rigorous, challenging content course standards while using techniques and strategies to make course content accessible to a

wide variety of English learners. Students should contact their school counselor for more information.

English as a Second Language I

This course is designed to assist students for whom English is not their native language. Students will focus on attaining skills in listening, speaking, reading and writing in English and the language related to high school content area subjects with an emphasis on speaking and listening. Enrollment in this course is by recommendation and demonstrated need only.

CREDIT: 1 **TYPE:** Standard

English as a Second Language II

This course is designed to assist students for whom English is not their native language. Students will focus on improving their skills in listening, speaking, reading and writing in English and the language related to high school content area subjects with an emphasis on reading and writing. Enrollment in this course is by recommendation and demonstrated need only.

CREDIT: 1 **TYPE:** Standard

Skills in Academic English - Humanities Focus

Through an interdisciplinary approach, this course is designed to assist students in learning and refining the academic language needed for success in humanities courses such as English language arts and social studies offered at the high school level. The class will focus on improving skills in listening, speaking, reading and writing in the humanities disciplines. Enrollment in this course is by recommendation and demonstrated need only.

CREDIT: 1 **TYPE:** Standard

Skills in Academic English - STEM Focus

Through an interdisciplinary approach, this course is designed to assist students in learning and refining the academic language needed for success in STEM courses such as science, technology and mathematics offered at the high school level. The class will focus on improving skills in listening, speaking, reading and writing in the STEM disciplines. Enrollment in this course is by recommendation and demonstrated need only.

CREDIT: 1 **TYPE:** Standard

Health and Physical Education Course Description

Health and Physical Education

This course enables students to understand the anatomy and physiology of the body in such a way as to promote and encourage healthful living. Emergency action and health care, health and appearance in daily life, and decision making regarding lifetime health habits are also emphasized. Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Fitness and cardiovascular workouts will be incorporated in all classes. A curriculum of individual and team activities will help the student develop skills which promote good health through future recreational opportunities. Group sports may include football, basketball, soccer, volleyball, softball, and baseball. Individual sports may include Frisbee, ultimate games, badminton and tennis. This course is required for high school graduation.

CREDIT: 1 **TYPE:** Standard

Advanced Physical Education - Sports

This course is designed to include the development of general personal fitness, and active participation in team and individual sports such as soccer, flag football, lacrosse, volleyball, softball, golf, tennis, and badminton. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership. This course may not be taken for two semesters the same school year.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Health and Physical Education

Advanced Physical Education - Strength and Conditioning

This course is designed to improve muscular strength and power through progressive weight training techniques. More advance coursework on the principles of cardiovascular fitness and strength development are a part of this course. The course includes techniques and skills as well as alternative

strategies for developing overall strength and conditioning. The refinement of the student's personal fitness plan is included in this course.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Health and Physical Education

Advanced Physical Education – Total Fitness/Aerobics

This course is designed to challenge highly motivated individuals to understand, apply, and achieve levels of improvement in personal fitness and nutrition. Students will, through the use of various technology tools, collect data, chart and analyze their personal level of physical fitness centered on the (5) Components of Health-Related Fitness. The course will allow students to create and implement personal fitness plans for the course by using the FITT formula. Various self-assessments and analysis will be conducted through reflectively writing those changes that occur in body composition. Students will develop a deeper understanding of the correlation between exercise, nutrition and its lifetime benefits such as the curtailing of obesity and type II diabetes. Students will explore at an intense level the following: Trifit System, heart monitors, core strength training, and research-based topics.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Health and Physical Education

Physical Education Pupil Instructor I

This course is designed for 11th and 12th grade students interested in serving as physical education assistants to elementary classroom teachers. Special training in the area of elementary physical education is given to each student prior to working with the schools. Students are trained in classroom management, development of physical activity lessons, conflict resolution skills, and providing lessons aligned to the Physical Education goals in the North Carolina Standard Course of Study. This course is designed for students interested in careers related to teaching or recreation leadership.

COURSE NOTE: Student and parent must sign two PEPI intent (rec.) forms which may be obtained from and returned to the P.E. department chair; 2.5 GPA.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Health and Physical Education

Physical Education Pupil Instructor II

The course is an extension of PEPI I. Students in this course take a more active role as a pupil instructor at the assigned elementary school. They are provided with additional opportunities to work with students at differing grade levels, and are expected to demonstrate a greater level of leadership within the PEPI program. This course is designed for students interested in careers related to teaching or recreation leadership.

COURSE NOTE: Student and parent must sign two PEPI intent forms which may be obtained from and returned to the P.E. department chair; 2.5 GPA.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Physical Education Pupil Instructor I

Sports Medicine I/Athletic Trainer

This course is designed for students interested in the career of athletic training. The primary focus includes, but is not limited to, the following topics: The Athletic Training/Sports Medicine (ATSM) Team, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sport injury/illness, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, CPR/blood borne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, basic exercise rehabilitation, drug use/abuse in sports and skin disorders. Students are required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class. The practicum will include a minimum of forty (40) documented contact hours (20 per quarter). Hours may be earned during the summer prior to the fall semester in which the course is taken. **CREDIT:** 1 **TYPE:** Standard

PREREQUISITE: Health and Physical Education

Recommended for grades 10, 11 and 12

Sports Medicine II/Athletic Trainer

This course is designed for students wanting to further their knowledge in the field of athletic training through the integration of information presented in Sports Medicine I. The primary focus includes, but is not limited to, the following topics: human anatomy, exercise physiology, biomechanics, kinesiology, specific sports injuries or conditions related to the foot/ankle/lower leg, knee, shoulder, elbow, forearm, wrist/hand, hip, thigh, groin, pelvis, abdomen, thorax, lumbar/thoracic/cervical spine, head, face, in addition to other health considerations and advanced taping techniques. Students will be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class. The practicum will include a minimum of forty (40) documented contact hours (40 per quarter). Hours may be earned during the summer prior to the fall semester in which the course is taken.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Sports Medicine I/Athletic Trainer
Recommended for grades 11 and 12

Introduction to Sports and Athletic Fields Management

Students assist with the maintenance and preparation of athletic fields. This will include learning how to properly use the equipment to maintain the facilities. Students will be expected to help prepare and care for the natural grass athletic fields for game and practice activities. They will ensure the fields are clearly marked and also carry out all directives given by the Athletic Director or Principal related to the performance and success of athletics teams. Students may be required to operate gas powered lawn care and sports field equipment. Parent permission is required.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Health and PE

JROTC Course Descriptions

ROTC 1

This course is designed to develop leadership potential in students. A military format is used to provide the students the learning experience of

working individually and in teams toward common goals. This is done through both classroom and outdoor activities, which provide for academic study and practical application. The course also emphasizes developing teamwork and personal motivation to become a better student and a better citizen. The course is student oriented and driven and includes leadership, unit drill, citizenship, oral speaking skills, physical fitness, organization of Department of Defense, and community service. Other topics covered include problem solving, study skills, goal setting, and adventure training activities. These activities are designed to enhance the student's overall performance, self-confidence and ability to work closely with others. JROTC extracurricular activities, Rifle Team, Color Guard, Drill Team, Raider Team and Honor Guard are open to all students to support the instructional goals of the course. Various field trips will be offered for students during the semester.

CREDIT: 1 **TYPE:** Standard

ROTC 2

A military format is used to provide students the learning experience of working individually and in teams toward common goals. This is done through both classroom and outdoor activities, which provide for academic study and practical application. The course also emphasizes developing teamwork and personal motivation to become a better student and a better citizen. Instruction is student oriented and driven and includes leadership, unit drill, citizenship, personal growth skills, physical fitness, health and drug awareness, geography, map reading and community service. Other topics covered include problem solving, conflict resolution, goal setting, and adventure training activities. These activities are designed to enhance the student's overall performance, self-confidence and ability to work closely with others. JROTC extracurricular activities, Rifle Team, Color Guard, Drill Team, Raider Team and Honor Guard are open to all students to support the instructional goals of the course. Various field trips will be offered for students during the semester.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: ROTC 1

ROTC 3

This course is designed to build on the student's prior experiences in Leadership Education Training with the purpose of developing the student's leadership skills and potential through study and practical application of the following topics: first aid, wellness topics, government and the Constitution, the justice system, both military and civilian. Students get to assume roles with responsibility to train the members of their unit or team. They will be given the opportunity to make decisions and influence the outcome of student-led activities. Emphasis will be placed on teamwork and developing motivational skills as well as instructional skills and creative thinking skills. **COURSE NOTE:** Honors Level Course available with recommendation from ROTC instructor.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: ROTC 2

ROTC 4

This course is designed to build on the student's prior experiences in Leadership Education Training with the purpose of developing the student's leadership skills and potential through the study and practical exercise of the following topics: presentation of instruction, wellness topics, government and the Constitution, the justice system, both military and civilian. Students get to assume leadership roles with the responsibility to train the members of their unit or team. They will be given the opportunity to make decisions and influence the outcome of student-led activities. Emphasis will be placed on teamwork and developing motivational skills as well as instructional skills and creative thinking skills. **COURSE NOTE:** Honors Level Course available with recommendation from ROTC instructor.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: ROTC 3 or ROTC 3 Honors

ROTC 5

This course emphasizes the practice of leadership in the classroom and during outdoor activities and drill. Students will be responsible for presentation of instruction and assisting the staff in the classroom as well as during other activities. They will have opportunities to lead larger groups of cadets in training and activities and will be responsible to

provide guidance, motivation and supervision for their assigned units. Students will study concepts and challenges of leadership and motivation, negotiating and performance measurement, diversity, problem solving, written and oral communication skills, conflict resolution and violence prevention. They will begin career planning for jobs and higher-level education after high school. They will also participate in outdoor activities such as orienteering, physical fitness, and adventure training as instructors and leaders.

COURSE NOTE: Honors Level Course available with recommendation from ROTC instructor.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: ROTC 4 or ROTC 4 Honors

ROTC 6

Students will be assigned to units and duty positions based on experience and potential in order to develop individually and as a team. Students will assist in presenting instruction in the classroom and outdoors. They will study leadership, staff action and planning career exploration, college preparation, goal setting and making choices, financial planning, budgeting, leadership, ethics and citizenship. They will also participate in outdoor activities such as orienteering, physical fitness, and adventure training as instructors and leaders.

COURSE NOTE: Honors Level Course available with recommendation from ROTC instructor.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: ROTC 5 or ROTC 5 Honors

ROTC 7

This course is designed to build on the student's prior learning and to provide opportunities to lead and take charge. Emphasis is on developing and using instructional skills and communication and planning skills for the student battalion. Students will study the armed forces, leadership styles, management skills, financial planning, and methods of instruction. Students will work on the battalion staff or in command positions and will have the responsibility to plan, coordinate and conduct large scale cadet activities and projects. They will participate in all cadet activities as leaders and participants.

COURSE NOTE: Honors Level Course available with recommendation from ROTC instructor.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: ROTC 6 or ROTC 6 Honors

ROTC 8

Emphasis in this course is on the continued development of instructional skills and communication and planning skills for the student battalion. Students will study the armed forces, leadership styles and management skills, financial planning, and methods of instruction. They will routinely be responsible to present instruction to lower level cadets. Students will work on the battalion staff or in command positions and will have the responsibility to plan, coordinate and conduct large-scale cadet activities and projects. They will participate in all cadet activities as leaders.

COURSE NOTE: Honors Level Course available with recommendation from ROTC instructor.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: ROTC 7 or ROTC 7 Honors

Mathematics Course Descriptions

Foundations of NC Math 1

This course provides students with an opportunity to review and study foundational math topics with an emphasis on skill development to prepare for the next level of mathematics. Topics include: working with different forms of numbers (rates, ratios, fractions, percents), exponents and exponential notation, integers, square roots, simplifying numerical and algebraic expressions, solving one-variable equations and inequalities, linear relationships, and statistics. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

CREDIT: 1 **TYPE:** Standard

NC Math 1

This course covers the language of Math I operations with real numbers, ratios, proportions, percent and polynomials, solving equations and inequalities with one variable. The course also explores more advanced topics such as relations and functions, graphing linear and non-linear equations and inequalities, and geometric properties. Students are

encouraged to apply mathematical skills to practical problems and to use graphic, numeric, algebraic, geometric, and verbal representations to solve problems. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems.

CREDIT: 1 **TYPE:** Standard

Foundations of NC Math 2

This course reviews the necessary prerequisite skills to be successful in Math II and begin working on the NC Math II curriculum. Students increase their knowledge about creating equations, reasoning with equations and inequalities, and interpreting functions. The second half of the foundations course begins exploring congruence in geometric figures.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: NC Math 1

NC Math 2

This course is designed to advance students' understanding of mathematics along interwoven strands of algebra and functions, statistics and probability, and geometry and trigonometry. Emphasis is placed on application of the mathematical concepts as well as the understanding of the mathematics with respect to the context of a problem. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: NC Math 1

NC Math 2 Honors

This course takes all of the elements of NC Math II and adds depth, rigor and enrichment to offer the honor students a more challenging curriculum. This course places emphasis upon integration of algebra and functions, statistics and probability, and geometry and trigonometry. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: NC Math 1 or NC Math 1 Honors

Foundations of NC Math 3

This course reviews the necessary prerequisite skills to be successful in the NC Math III curriculum. Students increase their knowledge about seeing structure in expressions, reasoning with equations and inequalities, building functions and exploring linear, quadratic and exponential models. The second half of the course begins interpreting categorical and quantitative data as well as exploring congruence and proofs.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: NC Math 2

NC Math 3

This course continues with the standards established in NC Math I and NC Math II. In addition, it extends the study of number systems to include complex numbers. This course also extends the study of functions to include inverse functions and trigonometric functions with the unit circle. NC Math III also includes geometric concepts of conics and circle.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: NC Math 2

NC Math 3 Honors

This course extends the study of number systems to include complex numbers. This course also extends the study of functions to include inverse functions and trigonometric functions with the unit circle. NC Math III also includes geometric concepts of conics and circle. Depth, rigor and enrichment are added at the honors level to provide a more challenging curriculum. The course will include the use of higher level thinking skills, logic, problem solving and further enrichment. This course places emphasis upon integration of algebra and functions, statistics and probability, and geometry and trigonometry. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: NC Math 2 or NC Math 2 Honors

NC Math 4

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts

previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate student majoring in non-STEM fields will take an entry level Algebra or Introductory Statistics course. Students will prepare for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

PREREQUISITE: NC Math 3

NC Math 4 Honors

The primary focus of this course is to deepen students' understanding of functions and statistical thinking, while continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. The honors level course is more challenging than the standard courses and provides multiple opportunities for students to take greater responsibility for their learning through long-term projects and/or problem-based assignments in which students directly apply mathematics at a more complex level. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: NC Math 3 or NC Math 3 Honors

Discrete Mathematics for Computer Science

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics

of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Student will prepare for college level algebra, statistics and discrete mathematics courses

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: NC Math 3

Precalculus Honors

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Student will prepare for Calculus, AP Calculus and any entry-level college course

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: NC Math 3 or NC Math 3 Honors

AP Precalculus

In this course, students study a broad spectrum of function types (polynomial, rational, exponential, logarithmic, trigonometric, and polar) that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students will acquire and apply mathematical tools in real-world modeling situations. By examining scenarios, conditions, and data sets, as well as determining and validating an appropriate function model, students develop a greater comprehension of the nature and behavior of the function itself. Students will also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, verbal, and analytical representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. Students will have the opportunity to gain college credit based on their performance on

the Advanced Placement test which is given in the spring.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: NC Math 3 or NC Math 3 Honors (Preferred)

AP Calculus AB

This course is designed to introduce a college bound student to entry level Calculus at the university level. Topics include limits, differentiation, integration, trigonometry, as well as relevant applications of such topics. The students will be challenged to know and apply knowledge and skills learned in their previous mathematics courses. Therefore, it is necessary to have not just a working knowledge of mathematics, but a strong foundation in order to successfully complete the course. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems. Students will have the opportunity to gain college credit based on their performance on the Advanced Placement test which is given in the spring.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: Honors Precalculus or AP Precalculus

AP Calculus BC

In this course, topics that were learned in Calculus AB, such as limits, differentiation and integration will continue to be applied. Additional topics include Parametric equations, polar equations, integration by parts, Euler's method, integration by trigonometric substitution, as well as evaluating the result of a series using various methods. Students will have the opportunity to gain college credit for the class by taking the AP exam which is given in the spring.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: AP Calculus AB

AP Statistics

This course will introduce the college bound student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four major themes: Organizing Data, Producing Data, Probability, and Inference. Students will be expected to understand

the language of statistics as well as apply appropriate statistical models to a problem situation. Students will be expected to answer and solve problems with the use of a calculator as well as be able to solve free response problems. Students will also have the opportunity to gain college credit based on their performance on the Advanced Placement test which is given in the spring.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: Precalculus Honors or NC Math III Honors

Miscellaneous Course Descriptions

ACT Preparation

SAT Preparation

These courses are designed to help students learn effective skills in test-taking, reading, math thinking and logic, and studying. They include study skills, reading comprehension skill building, speed reading, test-taking strategies, test anxiety reduction, vocabulary enrichment, logic and practice test taking. Students may receive one unit of elective credit for each course.

CREDIT: 1 **TYPE:** Standard

AP Seminar

This is a course developed to help students review for the AP Exam.

CREDIT: 1 **TYPE:** Standard

Peer Tutoring

Peer Tutoring is open to 11th and 12th grade students. Peer tutors are assigned to an individual classroom to be available to help other students in that classroom. Peer tutors must be proficient in the subject matter of the class to which they are assigned, and should be self-motivated and able to follow directions from the teacher. Peer tutors must have good attendance and mature judgment. An application is required. Students should see their counselor for additional information.

CREDIT: 1 **TYPE:** Standard

Pre-IB Inquiry Skills LCHS

Pre-IB Inquiry Skills develops the skills necessary to master the rigorous curriculum of IB. These skills include time management, organization, test taking, public speaking, research, analytical reading, and academic writing. To achieve mastery of the language required to draft complex texts, students will practice writing in a variety of styles while learning the conventions of academic writing. Students will be encouraged to ask questions, while being taught how to find and synthesize writing, resulting in a higher level of academic achievement across disciplines

CREDIT: 1 **TYPE:** Honors

Teacher Cadets I

This course is designed to introduce students to the profession of education. Students focus upon the nature of the K- 12 learner, including exceptional children; the process and methods of teaching; the nature of schools and schooling; and issues regarding the transformation of education. Students will be observing other classes and participating in Internships where the student assists the teacher with day to day activities such as creating and teaching a lesson plan. An application is required. Students should see their counselor for additional information.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Minimum GPA 3.0 recommended; Enrolled in College Preparatory Program

Teacher Cadets II Honors

The course is offered to those students who have successfully completed Teacher Cadet I. Cadets will stay abreast of educational issues through current articles in professional journals and newspapers, internet information, relevant books, videos, broadcasts, in-class activities, and guest speakers. The various methods of teaching will be discussed and explored. The physical, social, personal and moral development of K-12 students will be examined. Further observation and the culminating field experience in the grade level or subject of the Cadet's choice will help the student determine if a career in education is for him/her. An application is

required. Students should see their counselor for additional information.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Teacher Cadets I, Minimum GPA 3.0 recommended

Science Course Descriptions

Earth/Environmental Science

This course is designed for students with moderate interests and abilities in science. Students are expected to recognize, apply, and evaluate scientific knowledge and principles as they relate to the understanding of Earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth's system. This course fulfills the Environmental Science requirement for graduation.

CREDIT: 1 **TYPE:** Standard

Earth/Environmental Science Honors

This course is designed for students with advanced interests and abilities in science. Students performing at this level are expected to recognize, apply, evaluate, adapt, and formulate scientific knowledge and principles, and complete very rigorous and detailed assignments including verbal presentations, and thorough written assignments incorporating and describing results of independent research. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the Earth's systems. This course fulfills the Environmental Science requirement for graduation.

CREDIT: 1 **TYPE:** Honors

Advanced Placement Environmental Science

The goal of the AP Environmental Science course is to provide students with the understanding of the relationships found in the natural world. Students will identify, analyze, and evaluate both natural and human-made environmental problems along with proposed solutions and prevention strategies. Topics include science as a process, energy conversions, interconnected systems, human impacts on the natural world, environments

problems as a result of cultural and social influences, and management of resources through sustainable practices. This course fulfills the Environmental Science requirement for graduation.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: Biology I Honors or Biology I; Chemistry Recommended

Biology I

Topics include scientific inquiry, energy, genetics, and cellular basis of life, ecology and the diversity of life. This course has a state End of Course exam that counts 20% of the final grade.

CREDIT: 1 **TYPE:** Standard

Biology I Honors

This course follows the same curriculum as Biology, but topics will be studied in greater depth. Students will engage in advanced studies of biological concepts and complete student projects. This course has a state EOC exam that counts 20% of the grade.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Math I

Biology II Honors

This course focuses on concepts built in Biology I, with increased depth and understanding of the biological concepts. Topics include cellular biology, biochemistry, biotechnology, genetics and microbiology. It emphasizes laboratory-centered activities, research and advanced laboratory techniques.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Biology I or Biology I Honors

Advanced Placement Biology

This course is designed to be the equivalent of a college introductory biology course. AP Biology aims to provide students with the conceptual framework, factual knowledge, and the analytic skills to deal critically with the rapidly changing science of biology. Topics explored include biochemistry, cellular biology, energetics, reproduction, genetics, molecular biology, biotechnology, evolution, and ecology.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: Biology I Honors or Biology I

Physical Science

This course focuses on the composition and behavior of matter. Students will gain an understanding of chemistry principles including structure and properties of matter. Students will investigate physics concepts including force, motion, energy and its conservation, electricity, and magnetism. Students are expected to apply the scientific method in inquiry-based activities to facilitate their understanding of the fundamental concepts of physical science. This course fulfills the physical science requirement for graduation.

CREDIT: 1 **TYPE:** Standard

Chemistry I

In chemistry, students will investigate the structure and properties of matter, organization of the periodic table, chemical reactions, conservation of energy and matter, and the interaction of energy and matter. The focus of activities and laboratory investigations is to reinforce the basic chemical concepts. This course fulfills the physical science requirement for graduation.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Math II or Math II Honors

Chemistry I Honors

Honors chemistry is intended for students who have strong interests and abilities in science and math. The curriculum follows the same standard course of study as Chemistry I, but includes additional advanced mathematical and conceptual topics. This course fulfills the physical science requirement for graduation.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Math II or Math II Honors

Chemistry II Honors

This is a continuation of Chemistry I Honors, covering topics in greater detail and depth. Topics include the Periodic Table, elements and compounds, chemical reactions, stoichiometry, states of matter, thermochemistry, electro-chemistry and equilibrium. This course will include an exploration of lab techniques and procedures relevant to an introductory College Chemistry class.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Chemistry I or Chemistry I Honors

Advanced Placement Chemistry

AP Chemistry is designed to be the equivalent of a college-level introductory chemistry course. The activities and laboratory investigations build on concepts introduced in Chemistry, including stoichiometry, chemical equilibrium, acid-base reactions, thermochemistry, oxidation-reduction reactions, chemical kinetics, solution properties, and precipitation reactions.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: Chemistry I or Chemistry I Honors

Physics Honors

Physics Honors is a laboratory course that uses scientific inquiry to investigate and analyze nature. Topics include kinematics, Newton's Laws, impulse and momentum, conservation of energy, waves, charges and DC Circuits, and magnetism. Students will design, construct and conduct experiments that will lead to a conceptual and a mathematical understanding of each concept.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: NC Math 3 or NC Math 3 Honors;
Chemistry I

Advanced Placement Physics 1

Content areas included in AP Physics 1 are the study of motion and forces, energy and momentum, rotational dynamics, gravitation, oscillations and waves. The course focuses on developing conceptual understanding and problem-solving and laboratory skills. There is a hands-on laboratory component that emphasizes methods of measurement, analysis, and modeling.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE or COREQUISITE: NC Math 3 or NC Math 3 Honors AND Chemistry I or Chemistry I Honors

Advanced Placement Physics 2

Content areas included in AP Physics II are electricity and magnetism, and modern physics. AP Physics II has its own AP exam separate from AP Physics I.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: AP Physics I with a grade of B or higher

SCIENCE ELECTIVES

The following elective courses will be offered depending upon sufficient enrollment and instructor availability.

Anatomy and Physiology

This course will provide an overview of the organ systems of the body including the cells, tissues, and organs which make up their structures, as well as their functions, interactions, and regulatory mechanisms. Dissection is required.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Biology I

Anatomy and Physiology – Honors

This course will provide an overview of the organ systems of the body including the cells, tissues, and organs which make up their structures, as well as their functions, interactions, and regulatory mechanisms. Dissection is required. Students taking the course for Honors credit will engage with the content at a deeper level of understanding and complete more application-based assignments.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Biology I

Astronomy

This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets and meteors.

CREDIT: 1 **TYPE:** Standard

Ecology

Ecology is a laboratory science course that enables students to develop an understanding of the natural and man-made environment and the environmental problems the world faces. Students explore ecological concepts through an inquiry approach.

Embedded standards for inquiry, technology and engineering are taught in the context of the content standards for individuals, populations, communities, biomes, humans and sustainability.

CREDIT: 1 **TYPE:** Standard

Forensic Science Honors

Forensic Science introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, hairs, fibers, blood spatter and DNA fingerprints. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE or COREQUISITE: Biology; Physical Science or Chemistry

Geology

This course is designed to take an in-depth, process oriented approach to the study of the earth from its origin to the present with implications for the future. Topics will include geophysical processes, rocks and minerals, plate tectonics, historical geology and Astro-geology.

CREDIT: 1 **TYPE:** Standard

Marine Science

Marine Science is a course for the serious student to pursue in-depth study of both fresh water and salt water environments. The topics surveyed include the geologic aspects, animal life, plant life, and resources related to both environments. Field studies are planned.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Biology I or Biology I Honors

Meteorology

This course is an introduction to the study of meteorology and atmospheric science. This is an applied science that lends itself to familiar everyday life. Students will learn how the interactions between temperature, air pressure, wind, humidity

and precipitation interact to create weather, how to forecast weather, basic weather elements and surface systems, as well as climate.

CREDIT: 1 **TYPE:** Standard

Photography in Science

This course is designed to develop and improve the overall photographic and observational skills of novice and intermediate level photographers. Students will learn to use digital cameras to capture and manipulate images of animals, plants and landscape effectively. The use of scanners and photo microscopy will be employed to expand each student's view of nature. Field trips for shooting pictures and viewing photographic exhibits will add to the educational experience of the participants.

CREDIT: 1 **TYPE:** Standard

Zoology

This course allows students with a strong interest in animals to explore both vertebrates and invertebrates. Topics include cells, phylogeny, evolution, physiological organization, embryology and ecology. Careers and biotechnology available in Zoology will be explored. Dissections and field studies are components of the course.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Biology I or Biology I Honors

Zoology Honors

This honors level class will go into more depth and detail of topics covered in the standard Zoology course. Students must possess a strong interest in studying vertebrates and invertebrates. Topics include cellular biology, phylogeny, evolution, physiological organization, embryology and ecology. Careers and biotechnology opportunities in Zoology will be explored. Dissection, field studies and a student research project are required.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Biology I or Biology I Honors

Social Studies Course Descriptions

World History

This is a survey course of human history from prehistory to 21st century conflicts and

interconnectivity. Students will develop an understanding for various areas of the world and its history. Students will be expected to use critical thinking skills in activities, projects, reading, and writing assignments.

CREDIT: 1 **TYPE:** Standard

World History Honors

This is a faster paced survey course of human history from prehistory to 21st century conflicts and interconnectivity than World History. Students will develop an understanding for various areas of the world and its history. Students will be expected to use higher thinking skills in activities, projects, readings, and writing assignments. Art, literature, music, philosophy, and current political thought will be included in this course.

CREDIT: 1 **TYPE:** Honors

Advanced Placement World History

This course provides an analytical and historical study of events and trends in World History. The class will begin with an overview of the ancient world and end with the 21st century. This course is designed to develop student's critical thinking skills and historical understanding. This course uses a college-level textbook/readers and is taught using methods that prepare the students to take the College Board Advanced Placement Exam. A pre-assignment may be given prior to the course.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: World History or World History Honors is recommended. A B or higher average in honors social studies classes is recommended

American History: The Founding Principles, Civics, and Economics

This course focuses on the development of economic and political skills needed to become responsible citizens in an interdependent world. The course is organized to foster a practical understanding of the U.S. economic, legal and political systems. The course is designed to enhance the student's understanding of the main principles of the United States Constitution as well as the foundations found

in the American economic system including personal finances.

CREDIT: 1 **TYPE:** Standard

American History: The Founding Principles, Civics, and Economics Honors

This course provides a more rigorous examination of American economic and governmental systems. The focus of the course is on the development of economic and political skills needed to become responsible citizens in an interdependent world. The course is organized to foster a practical understanding of the U.S. economic, legal and political systems. The focus is on the facilitation of the student's understanding of the main principles of the United States Constitution as well as the foundations found in the American economic system including personal finances. Students will be expected to use critical thinking skills at a higher level in activities, projects, readings, and writing assignments.

CREDIT: 1 **TYPE:** Honors

American History I

The study of American History I is a continuation of the American History: The Founding Principles, Civics, and Economics curriculum. This course begins with the national period and the administration of George Washington. Throughout the competency goals, there will be some overlap of time periods to address the complexity of the issues and events. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: American History: The Founding Principles, Civics, and Economics

American History I Honors

The study of American History I is a continuation of the American History: The Founding Principles, Civics, and Economics curriculum. This course begins with the national period and the administration of

George Washington. Throughout the competency goals, there will be some overlap of time periods to address the complexity of the issues and events. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. Students will be expected to use critical thinking skills at a higher level in activities, projects, reading and writing assignments. Art, literature, music, philosophy and current political thought will be included in this course.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: American History: The Founding Principles, Civics, and Economics

American History II

The study of American History II continues the American History I curriculum, culminating in present time. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: American History I

American History II Honors

The study of American History II continues the American History I curriculum, culminating in present time. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. Students will be expected to use critical thinking skills at a higher level in activities, projects, reading and writing assignments. Art, literature, music,

philosophy and current political thought will be included in this course.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: American History I or American History I Honors

Founding Principles of the United States of American and North Carolina: Civic Literacy

Civic Literacy seeks to help students understand the governmental and political systems of North Carolina and the United States and will build upon the application of the Founding Principles as identified by NC Session Law 2019-82, House Bill 924. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the right of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues and claims in order to communicate ideas and take action to effect change and inform others. Because the study of civics and government is an integral part of the learning progression, this course expects students to enter possessing a fundamental knowledge and understanding of the structure and the function of government and civic responsibility. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the U.S. Constitution

CREDIT: 1 **TYPE:** Standard and Honors Level Offered

Economics and Personal Finance

Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. The North Carolina Department of Public

Instruction (NCDPI) and the State Board of Education (SBE) supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

CREDIT: 1 **TYPE:** Standard and Honors Level Offered

Advanced Placement - United States History

This course provides an analytical and historical study of the United States by examining the major trends and events spanning from European Explorations (1400s) thru Present (2000s). Students will develop an understanding of cause-and-effect relationships between past and present events as well as recognize patterns of interactions in history. The course will focus on facilitating students to understand the impact of events on the United States in an interconnected world. The course will enhance the student's understanding of the origins, development, and founding principles of the United

States. This course uses a college-level textbook/readers and is taught using methods that prepare the students to take the College Board Advanced Placement Exam. AP US History is designed to challenge students in literacy and history.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: **American History: The Founding Principles, Civics, and Economics.** A B or higher average in honors social studies classes is recommended.

Advanced Placement European History

This course provides an analytical and historical study of European History from the Renaissance to the present day. This course is designed to develop the student's critical thinking skills and historical understanding. This course uses a college-level textbook/readers and is taught using methods that prepare the students to take the College Board Advanced Placement Exam. A pre-assignment may be given prior to the course.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: AP US History or American History II-Honors. A B or higher average in honors social studies classes is recommended.

Advanced Placement US Government and Politics

This course provides an in-depth coverage of concepts that create the structure of American Government as well as an overview of politics and ideology. The course is designed to prepare students to take the College Board's Advanced Placement Exam. Units will focus on the origins and foundations of democracy, theories of government, the Constitution, public policy, institutions of U. S. Government, Political Ideologies, Civil Liberties, Civil Rights, and the democratic process and elections. This course uses a college level text. Students may also answer Free Response Questions on a regular basis in preparation for the writing portion of the AP Exam;

CREDIT: 1 **TYPE:** Advanced Placement

Economics Honors The majority of this course is based on a real-world simulation. Students will be creating budgets, handling financial matters, and practicing principles of roles in society. A study of

economic theory will be applied when students participate in a stock market project, mock marriages, and tax programs. This course is based on student inquiry and helps individuals learn responsibilities in economic and social matters that may be faced in the future.

CREDIT: 1 **TYPE:** Honors

Psychology

This course is designed to introduce and challenge students to the systematic study of human development, behavior, learning, theories of motivation and personality. Students will focus on the exploration of thinking, learning, and creating. Units will include drug/alcohol abuse, stress management, personalities, emotions, and peer influence. Many activities related to the topics of psychology will help students improve their human relations skills. This course will include simulations, experiments, class discussions, and projects.

CREDIT: 1 **TYPE:** Standard

Advanced Placement Psychology

This course is designed to introduce and challenge students to the systematic study of human development, behavior, learning, theories of motivation and personality. Students will be exposed to dreams, categories of psychoactive drugs, the brain, the senses, abnormal psychology, and the history of psychology. This course uses a college-level textbook/readers and is taught using methods that prepare the students to take the College Board Advanced Placement Exam.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: An 85 or higher average in honors social studies or science classes is recommended

World Humanities

This course offers a study on how people throughout history have experienced life. Studies of history, philosophy, literature, religion, art, music, and language will all be incorporated for students to learn ideas and values inherent in the human journey. This course will begin with the ancient cultures of the Mediterranean and end with the 21st century. Students will be required to use historical thinking skills.

CREDIT: 1 **TYPE:** Standard

American Humanities

This course offers a study on how people throughout history have experienced life. Studies of American history, philosophy, literature, religion, art, music, and language will all be incorporated for students to learn ideas and values inherent in the human journey. Students will be required to use historical thinking skills.

CREDIT: 1 **TYPE:** Standard

World Languages Course Descriptions

French I

French I is designed to introduce the student to basic vocabulary, language structures, and culture. The communicative skills of listening, speaking, reading, and writing are emphasized in the Interpersonal, Interpretive, and Presentational modes. This course may be conducted in the target language. Students should exit level I study at the Novice-Mid proficiency level. **CREDIT:** 1 **TYPE:** Standard

French II

French II is designed to continue to introduce the student to basic vocabulary, language structures, and culture. The communicative skills of listening, speaking, reading and writing are emphasized in the Interpersonal, Interpretive, and Presentational modes. This course is conducted in the target language. The student should exit Level II study at the Novice-High proficiency level.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: French I or evidence of an equivalent level of proficiency gained from another source.

French III Honors

French III is designed to further the study of more advanced vocabulary, language structures, and continue the study of culture. Reading, writing, speaking and listening are emphasized in the Interpersonal, Interpretive, and Presentational modes. The course is conducted in the target language. Students should exit Level III study at the Intermediate-Low proficiency level.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: French II or evidence of an equivalent level of proficiency gained from another

source. A strong B or higher average in French courses is recommended.

French IV Honors

French IV is designed to further the study of more advanced vocabulary and language structures as well as to continue the study of culture. The communicative skills of listening, speaking, reading, and writing are emphasized in the Interpersonal, Interpretive, and Presentational modes. This course is conducted in the target language. Students should exit Level IV study at the Intermediate-Mid proficiency level.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: French III or evidence of an equivalent level of proficiency gained from another source is required. A strong B or higher average in French courses is recommended.

Advanced Placement French – Language and Culture

Advanced Placement French emphasizes the use of language for active communication, advanced vocabulary and continues the study of culture. Reading, writing, listening, and speaking are emphasized in the Interpersonal, Interpretive and Presentational modes. This course is conducted in the target language.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: French III Honors. A strong B or higher average in French courses is recommended

Latin I SLHS

This course is an introduction to the study of Latin and Greco-Roman culture. Students learn the basic functions of the language, become familiar with some elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts. Connections to other disciplines, including English language arts, other world languages and literature, geography, history, philosophy, law, culture, and the arts are ongoing throughout the course..

CREDIT: 1 **TYPE:** Standard

Latin II SLHS

This course is a continuation of the study of Latin and Greco-Roman culture. Students learn increasingly

complex functions of the language, become familiar with more elements of its culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts. Integrations of other disciplines, including English language arts, other world languages and literatures, mythology, geography, history, philosophy, law, culture, and the arts are ongoing throughout the course.

CREDIT: 1 **TYPE:** Standard

Prerequisite: Latin I

Latin III Honors SLHS

This course focuses on more advanced Latin grammar, introduces the study of literature, and emphasizes the process of reading adapted and authentic Latin texts. Students continue to refine their knowledge and understanding of the Greco-Roman and their own culture by examining the interrelationship of these cultures. Integrations of other disciplines, including English language arts, other world languages and literatures, mythology, geography, history, philosophy, law, culture, and the arts are ongoing throughout the course. Some topics and texts will be determined by student interest.

CREDIT: 1 **TYPE:** Honors

Prerequisite: Latin II

Spanish I

Spanish I introduces the student to basic vocabulary, language structures, and culture. Listening, speaking, reading and writing are emphasized in the Interpersonal, Interpretive and Presentational modes. The student should exit Level I study at the Novice-Mid proficiency level.

CREDIT: 1 **TYPE:** Standard

Spanish II

Spanish II continues instruction in basic vocabulary, language structures and culture. Listening, speaking, reading and writing are emphasized in the Interpersonal, Interpretive, and Presentational modes. The student should exit Level II study at the Novice-High proficiency level.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Spanish I or evidence of an equivalent level of proficiency gained from another source.

Spanish III Honors

Spanish III Honors is designed to further the study of more advanced vocabulary, language structures, and continue the study of culture. Reading, writing, speaking and listening are emphasized in the Interpersonal, Interpretive, and Presentational modes. The course is conducted in the target language. Students should exit Level III study at the Intermediate-Low proficiency level.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Spanish II or evidence of an equivalent level of proficiency gained from another source. A strong B or higher average in Spanish courses is recommended.

Spanish IV Honors

Spanish IV is designed to further the study of more advanced vocabulary and language structures as well as to continue the study of culture. The communicative skills of listening, speaking, reading, and writing are emphasized in the Interpersonal, Interpretive, and Presentational modes. This course is conducted in the target language. Students should exit Level IV study at the Intermediate-Mid proficiency level.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Spanish III or evidence of an equivalent level of proficiency gained from another source. A strong B or higher average in Spanish courses is recommended.

Advanced Placement Spanish-Language and Culture

This course emphasizes the use of language for active communication, advanced vocabulary and continues the study of culture. Reading, writing, listening, and speaking are emphasized in the Interpersonal, Interpretive and Presentational modes. This course is conducted in the target language.

CREDIT: 1 **TYPE:** Advanced Placement

PREREQUISITE: Spanish III or an equivalent level of proficiency gained from another source. A strong B or higher average in Spanish courses is recommended.

Spanish for Native Speakers I

This course is for students whose home language is Spanish. The recommended entrance requirement

for this course is the Intermediate-Mid level of proficiency in listening comprehension. The students will develop their reading, listening, writing, and speaking skills in Spanish. Students will study Hispanic history and culture. The students will be introduced to the study of grammar and literature of the Spanish language. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Student will be able to understand material presented on a variety of topics related to contemporary event and issues in Hispanic communities.

CREDIT: 1 **TYPE:** Standard

PREREQUISITE: Ability to understand and speak Spanish at native or near native speaker fluency

Spanish for Native Speakers II Honors

In this course the students will continue to perfect Spanish through an in-depth study of culture, history, literature, grammar, and current events. The students will be expected to participate orally through debates, oral presentations, demonstrations, speeches and student lectures. Writing assignments for this course will focus on the advanced paragraph and the three paragraph essay. The differences between formal and informal language, both oral and written, will be stressed throughout the course.

CREDIT: 1 **TYPE:** Honors

PREREQUISITE: Spanish for Native Speakers I

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