The Lee County School System does not discriminate on the basis of race, sex, color, national origin, creed, religion, age or disadvantaging or handicapping conditions in its educational programs, activities, or employment practices. Questions or complaints should be addressed to the Assistant Superintendent for Human Resources and District Title IX Coordinator, 106 Gordon Street, Sanford, NC 27330, (919) 774-6226
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 AP/Dual Enrollment credit, certifications, credentials, and 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 registration 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 the future. Your commitment, hard work, and careful planning are the keys to achieving your educational and career goals.

Sincerely,

Andy Bryan, Ed.D.
Superintendent
Table of Contents

Registration ........................................................................................................................................... page 4
Graduation Requirements Chart ........................................................................................................ page 5
Diploma Endorsements ........................................................................................................................ page 6
Community College Programs ............................................................................................................. page 7
Promotion Requirements .................................................................................................................... page 7
Grading Scale, Weighted Grades and Quality Points ........................................................................ page 8
Driver’s License Law & Athletic Eligibility ....................................................................................... page 9
High School Courses for Middle School Students ............................................................................. page 10
Testing Information ............................................................................................................................. page 11
(End of Course, CTE Post-Assessments, ACT, Advanced Placement [AP], SAT, WorkKeys)
Special Programs .................................................................................................................................. page 12
(AVID, Career and College Promise CCCC CTE Pathways, CCCC College Transfer Pathways,
North Carolina School of Science and Math ..................................................................................... page 13
North Carolina Virtual Public School .................................................................................................... page 13
CCRG Exemption Criteria ................................................................................................................... page 14
International Baccalaureate Diploma Programme ............................................................................. page 14
Career and Technical Education (CTE) ............................................................................................... page 15
Career and Technical Education Program Descriptions and Pathways ........................................ page 16
Career Academies ................................................................................................................................ page 24
Academy of Engineering ..................................................................................................................... page 25
Academy of Business and Finance ..................................................................................................... page 28
Academy of Hospitality and Tourism .................................................................................................. page 32
CTE Certifications and Credentials .................................................................................................... page 35
CTE Course Descriptions .................................................................................................................... page 35
Arts Education Course Descriptions ................................................................................................ page 50
English Course Descriptions ............................................................................................................. page 56
English as a Second Language ............................................................................................................ page 60
Health and Physical Education Course Descriptions .................................................................. page 61
JROTC Course Descriptions ............................................................................................................. page 63
Mathematics Course Descriptions ...................................................................................................... page 65
Miscellaneous Courses Course Descriptions .................................................................................... page 67
Occupational Course of Study .......................................................................................................... page 68
Science Course Descriptions ............................................................................................................. page 68
Social Studies Course Descriptions ................................................................................................ page 72
World Languages Course Descriptions ............................................................................................ page 75
Course Index ....................................................................................................................................... page 77
Welcome to the spring registration process for the 2020-2021 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.

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.

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.
# State and Local Course Requirements for High School Graduation

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Future Ready Core</th>
<th>Occupational Course of Study (OCS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits</td>
<td>4 Credits</td>
</tr>
<tr>
<td></td>
<td>- English I</td>
<td>- English I*</td>
</tr>
<tr>
<td></td>
<td>- English II</td>
<td>- English II*</td>
</tr>
<tr>
<td></td>
<td>- English III</td>
<td>- English III</td>
</tr>
<tr>
<td></td>
<td>- English IV</td>
<td>- English IV</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td></td>
<td>- NC Math I, NC Math II, NC Math III and Additional Math Course to be aligned with the student’s post high school plans</td>
<td>- Introduction to Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- NC Math I*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Financial Management</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 Credits</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>- Earth/Environmental Science</td>
<td>- Applied Science</td>
</tr>
<tr>
<td></td>
<td>- A Physical Science</td>
<td>- Biology</td>
</tr>
<tr>
<td></td>
<td>- Biology</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4 Credits (9th Entry prior to 2020-2021)</td>
<td>2 Credits (9th Entry prior to 2020-2021)</td>
</tr>
<tr>
<td></td>
<td>- World History</td>
<td>- American History: Founding Principles, Civics, and Economics</td>
</tr>
<tr>
<td></td>
<td>- American History: The Founding Principles, Civics, and Economics</td>
<td>- American History I or American History II</td>
</tr>
<tr>
<td></td>
<td>- American History I and American History II OR AP US History and an additional social studies course**</td>
<td>- Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9th Entry 2020-2021 and beyond</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- American History: Founding Principles, Civics, and Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- American History I or American History II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Not required for graduation but 2 levels required for admission to the UNC System</td>
<td></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>1 Credit</td>
<td>1 Credit</td>
</tr>
<tr>
<td></td>
<td>- Health/Physical Education I</td>
<td>- Health/Physical Education I</td>
</tr>
<tr>
<td><strong>CPR</strong></td>
<td>Successful completion of CPR training for students graduating 2015 and beyond</td>
<td>Successful completion of CPR training for students graduating 2015 and beyond</td>
</tr>
<tr>
<td><strong>Electives or Other Requirements</strong></td>
<td>6 Credits</td>
<td>6 Credits</td>
</tr>
<tr>
<td></td>
<td>2 elective credits of any combination from either</td>
<td>Occupational Preparation:</td>
</tr>
<tr>
<td></td>
<td>- Career and Technical Education (CTE)</td>
<td>- Occupational Prep I</td>
</tr>
<tr>
<td></td>
<td>- Arts Education</td>
<td>- Occupational Prep II</td>
</tr>
<tr>
<td></td>
<td>- World Languages</td>
<td>- Occupational Prep III</td>
</tr>
<tr>
<td></td>
<td>4 elective credits from the following (four-course concentration recommended):</td>
<td>- Occupational Prep IV</td>
</tr>
<tr>
<td></td>
<td>- Career and Technical Education (CTE)</td>
<td>- Completion of IEP objectives</td>
</tr>
<tr>
<td></td>
<td>- JROTC</td>
<td>- Career Portfolio required</td>
</tr>
<tr>
<td></td>
<td>- Arts Education (e.g. dance, music, theater arts, visual arts)</td>
<td>- Additional Requirements**</td>
</tr>
<tr>
<td></td>
<td>- Any other subject area or cross-disciplinary courses (e.g. mathematics, science, social studies, English and dual enrollment courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>**</td>
</tr>
<tr>
<td><strong>Career and Technical Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts Education</strong></td>
<td>DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards.</td>
<td>4 Credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Career and Technical Education Electives</td>
</tr>
<tr>
<td><strong>Total Minimum Credits Required</strong></td>
<td>28 Credits (22 State + 6 Local)</td>
<td>22 Credits Plus any additional local requirements</td>
</tr>
</tbody>
</table>

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

* 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).

** 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: http://www.nccpublicschools.org/docs/cte/standards/careerclusters2012.pdf.

**** Completion of 150 hours of school-based training with work activities and experiences that align with student’s post school goals, 225 hours of community-based training, and 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 service hours.

Lee County Schools Registration Guide as of 02/10/2020
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 http://www.ncpublicschools.org/curriculum/scholars

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 http://www.ncpublicschools.org/docs/curriculum/scholars/endorsement-require.pdf

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

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>World Languages</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>– 4 Units</td>
<td>– 4 Units</td>
<td>– 3 Units</td>
<td>– 2 Units</td>
<td>– 2 units</td>
<td>Additional electives must be included to meet state and local graduation requirements</td>
</tr>
<tr>
<td>English I, English II, English III, English IV</td>
<td>NC Math I, NC Math II, NC Math III and 1 additional unit beyond Math III (Recommended mathematics course unit taken in 12th grade)</td>
<td>A physical science course</td>
<td>US History</td>
<td>At least two units of a language other than English</td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Minimum GPA</th>
<th>Minimum SAT</th>
<th>Minimum ACT Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 and beyond</td>
<td>2.5 Cumulative Weighted</td>
<td>880</td>
<td>17</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Standard Courses</th>
<th>Honors Courses</th>
<th>AP/IB/Select Dual Enrollment Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90-100)</td>
<td>4</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>B (80-89)</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>C (70-79)</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>D (60-69)</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>F (0-59)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

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.

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

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 the 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](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](http://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](http://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/](http://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](http://www.ncssm.edu/learn). Also, students may find information at [http://online.ncssm.edu](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](http://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.

<table>
<thead>
<tr>
<th>Test</th>
<th>SAT (March 2016 and Future)</th>
<th>ACT</th>
<th>Math 3 EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>480 composite score for Evidenced-Based Reading and Writing</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>530</td>
<td>22</td>
<td>4 or 5</td>
</tr>
</tbody>
</table>

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 during their freshman and sophomore years.

Visit www.ib4lee.com to see full course descriptions, to view the IB Learner Profile, and to apply.
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.
- It is recommended that the student take recommended supplemental technical courses or CTE Elective courses prior to taking the prerequisite course. These courses are signified in YELLOW on the Pathway charts.
- 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 date 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 file 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)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AA21 Animal Science I</td>
<td>AA23 Animal Science II - Small Animal*</td>
<td>CS95 CTE Advanced Studies <strong>OR</strong> CS96 CTE Apprenticeship <strong>OR</strong> CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**: AU10 Agriscience Applications recommended 9th grade course

## Plant Systems Career Pathway (PLSV)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AP41 Horticulture I</td>
<td>AP42 Horticulture II*</td>
<td>CS95 CTE Advanced Studies <strong>OR</strong> CS96 CTE Apprenticeship <strong>OR</strong> CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**: AU10 Agriscience Applications recommended 9th grade course

## Sustainable Agriculture Career Pathway (SUAG)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AU21 Sustainable Agriculture Production I</td>
<td>AU22 Sustainable Agriculture Production II*</td>
<td>CS95 CTE Advanced Studies <strong>OR</strong> CS96 CTE Apprenticeship <strong>OR</strong> CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**: AU10 Agriscience Applications recommended 9th grade course

---

Lee County Schools Registration Guide as of 02/10/2020
# Career and Technical Education (CTE) Career Pathways

## Carpentry Career Pathway (CARP)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC00 Construction Core</td>
<td>IC21 Carpentry I</td>
<td>IC22 Carpentry II*</td>
<td>CS95 CTE Advanced Studies <strong>OR</strong> CS96 CTE Apprenticeship</td>
</tr>
<tr>
<td>recommended 9th grade course</td>
<td></td>
<td></td>
<td><strong>OR</strong> CS97 CTE Internship</td>
</tr>
</tbody>
</table>

## Electrical Trades Career Pathway (ELTR)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC00 Construction Core</td>
<td>IC41 Electrical Trades I</td>
<td>IC42 Electrical Trades II*</td>
<td>CS95 CTE Advanced Studies <strong>OR</strong> CS96 CTE Apprenticeship</td>
</tr>
<tr>
<td>recommended 9th grade course</td>
<td></td>
<td></td>
<td><strong>OR</strong> CS97 CTE Internship</td>
</tr>
</tbody>
</table>

## Masonry Career Pathway (MASO)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC00 Construction Core</td>
<td>IC11 Masonry I</td>
<td>IC12 Masonry II*</td>
<td>CS95 CTE Advanced Studies <strong>OR</strong> CS96 CTE Apprenticeship</td>
</tr>
<tr>
<td>recommended 9th grade course</td>
<td></td>
<td></td>
<td><strong>OR</strong> CS97 CTE Internship</td>
</tr>
</tbody>
</table>
## Career and Technical Education (CTE) Career Pathways

### Adobe Academy Career Pathway (ADAC)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>II31 Adobe Visual Design</td>
<td>II32 Adobe Digital Design* OR II33 Adobe Video Design*</td>
<td>CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**

MM51 Marketing (recommended 9th grade course)

### Apparel and Textile Production Career Pathway (ATPR)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FA31 Apparel and Textile Production I</td>
<td>FA32 Apparel and Textile Production II*</td>
<td>CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**

ME11 Entrepreneurship I II31 Adobe Visual Design

### Entrepreneurship Career Pathway (ENTRE)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ME11 Entrepreneurship I</td>
<td>ME12 Entrepreneurship II</td>
<td>CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**

BF10 Principles of Business and Finance
MM51 Marketing
BM20 Microsoft Excel (any of these courses would be a recommended 9th grade course)
## Career and Technical Education (CTE) Career Pathways

### Accounting Career Pathway (ACCT)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BA10 Accounting I</td>
<td>BA20 Accounting II</td>
<td>CS95 CTE Advanced Studies OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CS96 CTE Apprenticeship OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**: BM20 Microsoft Excel (recommended 9th grade elective)

### National Academy Foundation Career Pathway (NAFF)

- Academy of Business and Finance
- **CN97 NAFTrack**

### Healthcare Professional Career Pathway (HPCP)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HU40 Health Science I</td>
<td>HU42 Health Science II</td>
<td>HH32 Pharmacy Technician OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CS95 CTE Advanced Studies OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CS96 CTE Apprenticeship OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**: HU10 Foundations of Health Science (recommended 9th grade course)
# Career and Technical Education (CTE) Career Pathways

## Culinary Arts Applications Career Pathway (CULA)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>FH10 Culinary Arts &amp; Hospitality I</td>
<td>FH11 Culinary Arts &amp; Hospitality II Applications</td>
<td>FH13 Culinary Arts &amp; Hospitality III</td>
<td>CS95 CTE Advanced Studies &lt;br&gt; OR &lt;br&gt; CS96 CTE Apprenticeship &lt;br&gt; OR &lt;br&gt; CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**<br>FN41 Food and Nutrition I (recommended 9th grade course for Culinary Pathway)

## National Academy Foundation Career Pathway (NAFH)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Hospitality and Tourism</td>
<td></td>
<td></td>
<td>CN97 NAFTrack</td>
</tr>
</tbody>
</table>

## Early Childhood Development & Services Career Pathway (EACH)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE60 Child Development</td>
<td></td>
<td>FE11 Early Childhood Education I (2 credit course)</td>
<td>Career and College Promise Courses</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**<br>FC11 Principles of Family and Human Services (recommended 9th grade course)

## Food & Nutrition Career Pathway (FONU)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN41 Food and Nutrition I</td>
<td>FN42 Food and Nutrition II</td>
<td></td>
<td>CS95 CTE Advanced Studies &lt;br&gt; OR &lt;br&gt; CS96 CTE Apprenticeship &lt;br&gt; OR &lt;br&gt; CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**<br>FC11 Principles of Family and Human Services (recommended 9th grade course)
### Career and Technical Education (CTE) Career Pathways

#### CISCO Network Engineering Career Pathway (CNEN)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>II11 Cisco Network Engineering Technology I</td>
<td>II12 Cisco Network Engineering Technology II</td>
<td>CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses:** BI12 CompTIA IT Fundamentals

#### Computer Engineering Career Pathway (COEN)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI12 CompTIA IT Fundamentals</td>
<td>II21 Computer Engineering Technology I</td>
<td>II22 Computer Engineering Technology II</td>
<td>CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship</td>
</tr>
</tbody>
</table>

#### Metals Manufacturing Career Pathway (MEMA)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IM41 Metals Manufacturing Technology I</td>
<td>IM42 Metals Manufacturing Technology II (2 credit course)</td>
<td>CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship</td>
</tr>
</tbody>
</table>
# Career and Technical Education (CTE) Career Pathways

## Marketing Management Career Pathway (MMGT)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MM51 Marketing</td>
<td>CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship</td>
</tr>
</tbody>
</table>

**Supplemental Technical Courses**
- II31 Adobe Visual Design
- BF10 Principles of Business and Finance

## Drafting Engineering Career Pathway (DREN)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IC61 Drafting I</td>
<td>IV22 Drafting II – Engineering</td>
<td>IV23 Drafting III – Engineering OR CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship</td>
</tr>
</tbody>
</table>

## National Academy Foundation Career Pathway

- **Academy of Engineering**
- CS97 NAF Track

## Automotive Services Career Pathway (AUTO)

<table>
<thead>
<tr>
<th>Foundational Prerequisite</th>
<th>Prerequisite</th>
<th>Concentrator</th>
<th>Career Pathway Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT11 Automotive Service Fundamentals (recommended 9th grade course)</td>
<td>IT16 Automotive Service I</td>
<td>IT17 Automotive Service II</td>
<td>CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Engineering and Technology Part A</td>
<td>Foundations of Engineering and Technology Part B</td>
<td>Applications of Engineering and Technology Part A</td>
<td>Applications of Engineering and Technology Part B</td>
</tr>
<tr>
<td>Drafting I</td>
<td>Drafting II - Engineering</td>
<td>Drafting III-Engineering</td>
<td>CCCC Courses</td>
</tr>
</tbody>
</table>

**Achievable Certifications:**
- 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
PREREQUISITE: Foundations of Engineering and Technology Part A
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 if 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 if 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 inforced.
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.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Finance</td>
<td>Financial Services</td>
<td>Insurance</td>
<td>Business in a Global Economy</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Financial Planning</td>
<td>Professional Ethics</td>
<td>Applied Finance</td>
</tr>
</tbody>
</table>

**Achievable Certifications:**
- Quickbooks
- Microsoft Office Specialist
- Career Readiness Certificate (Work Keys)
- Community College Articulation Credit

**Recommended Electives:**
- Microsoft Word/PPT
- Microsoft Excel
- Accounting I-Quickbooks Honors
- Accounting II
Academy of Business and Finance Course Descriptions

Principles of Finance Honors-NAF
This is the first course students take in the Academy of Business and Finance 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.
CREDIT: 0.5 TYPE: Honors

Financial Services Honors-NAF
This course 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.
CREDIT: 0.5 TYPE: Honors

Financial Planning Honors-NAF
Financial Planning 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: 0.5 TYPE: Honors

Applied Finance Honors-NAF
Applied Finance 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: 0.5 TYPE: Honors
PREREQUISITE: Principles of Finance

Entrepreneurship Honors-NAF
Entrepreneurship 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: 0.5 TYPE: Honors

Accounting I – Quickbooks 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–Quickbooks Honors

Business in a Global Economy Honors-NAF
Business in a Global Economy 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.
CREDIT: 0.5  TYPE: Honors

Insurance Honors-NAF
This course 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: 0.5  TYPE: Honors

Microsoft Excel Honors
Students in Microsoft Image Academy benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. The class is designed to prepare students for success completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel 2016. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs. Work-based learning strategies appropriate for this course include cooperative education, internship, 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. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel.
CREDIT: 1  TYPE: Honors

Microsoft Word and PowerPoint
Students benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, 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. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, www.microsoft.com/learning/en/us/certification/mos.aspx.
CREDIT: 1 TYPE: Standard

Professional Ethics Honors-NAF
This course 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: 0.5 TYPE: 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](https://www.gttp.org/) (GTTP) and [The Institute of Travel & Tourism](https://www.ittt.org/) (ITT). Additionally, GTTP and the Academy of Hospitality & Tourism offer a joint certification.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Hospitality and Tourism</td>
<td>Geography for Tourism</td>
<td>Event Planning</td>
<td>Sustainable Tourism</td>
</tr>
<tr>
<td>Delivering Great Customer Service</td>
<td>Professional Ethics</td>
<td>Hospitality Marketing</td>
<td>Principles of Finance</td>
</tr>
</tbody>
</table>

**Achievable Certifications:**
- 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:**
- 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-AOHT**
This is the first course students take in the Academy of Hospitality and Tourism and 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.  
**CREDIT:** 0.5  **TYPE:** Honors

**Geography for Tourism Honors-AOHT**
This course 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.  
**CREDIT:** 0.5  **TYPE:** Honors

**Sustainable Tourism Honors-AOHT**
This course 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.  
**CREDIT:** 0.5  **TYPE:** Honors

**Delivering Great Customer Service Honors-AOHT**
This course 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:** 0.5  **TYPE:** Honors

**Event Planning Honors-AOHT**
This course 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.  
**CREDIT:** 0.5  **TYPE:** Honors

**Hospitality Marketing Honors-AOHT**
Hospitality Marketing 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:** 0.5  **TYPE:** Honors
**Principles of Finance Honors-NAF**
This course 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:** 0.5  **TYPE:** Honors

**Professional Ethics Honors-AOHT**
This course 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:** 0.5  **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. Arts, 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

**PREREQUISITE:** Culinary Arts and Hospitality I

**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
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 [http://www.leecountycaresetech.org/](http://www.leecountycaresetech.org/).

*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 AWSD.1 (Structural Steel)
*CISCO Certified Network Associate
*CompTIA A+
*Customer Service and Sales (National Retail Federation)
*First Principles Food Handler Certificate
*Intuit Quickbooks Certified User
*Microsoft Office Specialist-Word and PowerPoint
*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

**Animal Science II Small Animal - Honors**
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. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, 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:** Honors

**PREREQUISITE:** Animal Science I

**Horticulture II Honors**
This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, 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:** Honors

**PREREQUISITE:** Horticulture 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

**PREREQUISITE:** Sustainable Agriculture Production I

**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 – Quickbooks 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. Recommended Maximum Enrollment: 30
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. Recommended maximum enrollment: 25
CREDIT: 1 TYPE: Standard

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. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. 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. Students 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
Marketing Honors *

In this recommended supplemental technical 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 and their impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. 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

Principles of Business and Finance *

This recommended supplemental technical course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics and significance of business financial risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. DECA and FBLA activities and community events provide the opportunity to apply essential standards and workplace readiness through authentic experiences. Recommended maximum enrollment: 30

CREDIT: 1 TYPE: Honors

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. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. 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. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. 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 recommended supplemental technical 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** 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. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. 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: Standard
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. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. 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

**Family and Consumer Sciences Education**

**Apparel and Textile Production I**
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. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. 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**
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. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. 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: Prerequisite: Apparel and Textile Production 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. Arts, 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

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. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. 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. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning and job shadowing. 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 or Culinary Arts and Hospitality 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. Appropriate work-based learning strategies include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. 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. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. 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 16 years of age prior to October 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

Principles of Family and Human Services
In this recommended supplemental technical course, students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

CREDIT: 1 TYPE: Standard
Health Science Education

Foundations of Health Science

This recommended supplemental technical course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. 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: 30

CREDIT: 1 TYPE: Standard

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. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for 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. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for 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

Trade, Technology, Engineering & Industrial Education

Adobe Visual Design

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, Adobe In-Design, and Adobe Illustrator certifications. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible 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: 25

CREDIT: 1    TYPE: Standard

Adobe Digital Design Honors
This course is a project-based course that develops ICT, career, and communication skills in Web Design and Animation using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible 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: 25

CREDIT: 1    TYPE: Honors

PREREQUISITE: Adobe Visual Design

Adobe Video Design Honors
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 Adobe Premiere certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible 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: 25

CREDIT: 1    TYPE: Honors

PREREQUISITE: Adobe Visual Design

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) 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

**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 – 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

Drafting III – Engineering Honors
This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding if 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, Working Drawings and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio. English language arts and mathematics are inforced. CREDIT: 1    TYPE: 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

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. Mathematics and English language arts 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. Math II is recommended as preparation for this course. Recommended maximum enrollment: 20
CREDIT: 1  TYPE: Standard
PREREQUISITE: Construction Core

Metals Manufacturing Technology II LCHS
This course provides advanced instruction in manufacturing and introduces computer-assisted drafting/manufacturing and numerical control processes. Topics include safety, environmental protection, quality control, metallurgy, materials, layout, assembly, sawing, turning, milling, grinding, computer numerical control, computer-aided manufacturing, welding, and maintenance. English language arts and mathematics 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. *This is a two-semester course. Upon successful completion of the course, two units of credit will be earned. Partial credit will not be given. Recommended maximum enrollment: 20
CREDIT: 2  TYPE: Standard
PREREQUISITE: Metals Manufacturing Technology I
CTE Electives

Career Management
This course prepares students to locate, secure, keep and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization (CTSO) 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: Standard

Microsoft Excel Honors
Students in Microsoft Image Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. The class is designed to prepare students for success completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel 2016. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs. Work-based learning strategies appropriate for this course include cooperative education, internship, 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. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel. www.microsoft.com/learning/en/us/certification/mos.aspx.
CREDIT: 1 TYPE: Honors

Microsoft Word and PowerPoint
Students benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, 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. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, www.microsoft.com/learning/en/us/certification/mos.aspx.
Recommended maximum enrollment: 30
CREDIT: 1 TYPE: Standard
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

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

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 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
Course Descriptions

Arts Education
English
English as a Second Language
Health and Physical Education
JROTC
Mathematics
Miscellaneous
Occupational Course of Study
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 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

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

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

**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

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

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
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.

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.
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

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
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

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

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

**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’Conner, 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, knew, 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 (80) 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
Leadership Education Training I JROTC
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

Leadership Education Training I Part 2 JROTC
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.

COURSE NOTE: This course is for students who wish to take two semesters of Leadership Training I during the same school year.

CREDIT: 1  TYPE: Standard
PREREQUISITE: Leadership Education Training I

Leadership Education Training II JROTC
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.

CREDIT: 1  TYPE: Standard
PREREQUISITE: Leadership Education Training I

Leadership Education Training II–Part 2 JROTC
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: This course is for students who wish to take two semesters of Leadership Training II during the same school year.

CREDIT: 1  TYPE: Standard
PREREQUISITE: Leadership Education Training II

Leadership Education Training III JROTC
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.

CREDIT: 1  TYPE: Standard
PREREQUISITE: Leadership Education Training II

Leadership Education Training III–Part 2 JROTC
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: This course is for students who wish to take two semesters of Leadership Training III during the same school year.

CREDIT: 1  TYPE: Standard
PREREQUISITE: Leadership Education Training III

Leadership Education Training IV JROTC
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.

CREDIT: 1  TYPE: Standard
PREREQUISITE: Leadership Education Training III
Leadership Education Training IV Part 2 JROTC
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: This course is for students who wish to take two semesters of Leadership Training IV during the same school year.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Leadership Education IV JROTC

Mathematics Course Descriptions
Foundations of NC Math 1
This course includes a review of fundamental arithmetic and numerous hands on activities. The course covers topics in the language of Math I, properties and operations of real numbers, linear equations with one and two variables, inequalities, ratios, proportions, percentages, graphing relations, and functions that include polynomials, radicals, and geometric properties. The course will also place emphasis on skill development in order to prepare the student for the next level of mathematics. 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

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.
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

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

PREREQUISITE: NC Math 3 or NC Math 3 Honors

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.

PREREQUISITE: Honors Precalculus Recommended

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.

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.

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.

PREREQUISITE: Precalculus Honors or NC Math III Honors

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

**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

**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. Additional information pertaining to the OCS graduation requirements can be found on page 5.

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

**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 scientific principles, concepts, and methodologies associated 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, environmental 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; 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 are molecular and cellular biology, genetics, evolution, diversity of plants and animals, human physiology 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, electrochemistry 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: Math III or Math III Honors; Chemistry I and Precalculus recommended

Advanced Placement Physics I
Content areas included in AP Physics I 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: Physics Honors and AP Calculus

Advanced Placement Physics II
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
Study will focus on an overview of human body organ systems with an emphasis on anatomy and their interactions. Dissection is required.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Biology I
Anatomy and Physiology – Honors
The curriculum will focus on the regulatory mechanisms involved in the interactions of all organ systems with major emphasis on the physiology/chemistry involved. Dissection is required.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Biology I Honors or 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. Students will review physics, chemistry, anatomy, cell biology, environmental science and computer science. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. 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: A Physical Science course and Biology

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

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

***New legislation adopted by the State Board of Education requires the following courses for graduation beginning with the students entering the ninth grade for the first time in 2020-2021.***

- **World History**
- **American History**
- **Economics and Personal Finance**
- **Founding Principles of the United States and North Carolina: Civic Literacy**

Course descriptions will be available once the standards have been approved by the State Board of Education.

**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 is 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 I or American History I Honors

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.

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**

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

**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 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.
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.

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. 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
<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>DEPARTMENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting I – Quickbooks Honors</td>
<td>CTE</td>
<td>29 &amp; 37</td>
</tr>
<tr>
<td>Accounting II Honors</td>
<td>CTE</td>
<td>30 &amp; 37</td>
</tr>
<tr>
<td>ACT/SAT Preparation</td>
<td>Miscellaneous</td>
<td>67</td>
</tr>
<tr>
<td>Adobe Digital Design Honors</td>
<td>CTE</td>
<td>43</td>
</tr>
<tr>
<td>Adobe Video Design Honors</td>
<td>CTE</td>
<td>43</td>
</tr>
<tr>
<td>Adobe Visual Design</td>
<td>CTE</td>
<td>42</td>
</tr>
<tr>
<td>Advanced Composition for the College Bound Student Honors</td>
<td>English</td>
<td>58</td>
</tr>
<tr>
<td>Advanced Physical Education – Sports</td>
<td>Health &amp; PE</td>
<td>61</td>
</tr>
<tr>
<td>Advanced Physical Education - Strength and Conditioning</td>
<td>Health &amp; PE</td>
<td>61</td>
</tr>
<tr>
<td>Advanced Physical Education – Total Fitness/Aerobics</td>
<td>Health &amp; PE</td>
<td>62</td>
</tr>
<tr>
<td>Advanced Placement (AP) Art History</td>
<td>Arts</td>
<td>56</td>
</tr>
<tr>
<td>Advanced Placement (AP) Biology</td>
<td>Science</td>
<td>69</td>
</tr>
<tr>
<td>Advanced Placement (AP) Calculus AB</td>
<td>Math</td>
<td>67</td>
</tr>
<tr>
<td>Advanced Placement (AP) Calculus BC</td>
<td>Math</td>
<td>67</td>
</tr>
<tr>
<td>Advanced Placement (AP) Chemistry</td>
<td>Science</td>
<td>70</td>
</tr>
<tr>
<td>Advanced Placement (AP) English-Language and Composition</td>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>Advanced Placement (AP) English-Literature and Composition</td>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>Advanced Placement (AP) Environmental Science</td>
<td>Science</td>
<td>69</td>
</tr>
<tr>
<td>Advanced Placement (AP) European History</td>
<td>Social Studies</td>
<td>74</td>
</tr>
<tr>
<td>Advanced Placement (AP) French – Language and Culture</td>
<td>World Languages</td>
<td>75</td>
</tr>
<tr>
<td>Advanced Placement (AP) Music Theory</td>
<td>Arts</td>
<td>50</td>
</tr>
<tr>
<td>Advanced Placement (AP) Physics I</td>
<td>Science</td>
<td>70</td>
</tr>
<tr>
<td>Advanced Placement (AP) Physics II</td>
<td>Science</td>
<td>70</td>
</tr>
<tr>
<td>Advanced Placement (AP) Psychology</td>
<td>Social Studies</td>
<td>74</td>
</tr>
<tr>
<td>Advanced Placement Seminar</td>
<td>Miscellaneous</td>
<td>68</td>
</tr>
<tr>
<td>Advanced Placement (AP) Spanish-Language and Culture</td>
<td>World Languages</td>
<td>76</td>
</tr>
<tr>
<td>Advanced Placement (AP) Statistics</td>
<td>Math</td>
<td>67</td>
</tr>
<tr>
<td>Advanced Placement (AP) Studio 2D Design</td>
<td>Arts</td>
<td>56</td>
</tr>
<tr>
<td>Advanced Placement (AP) United States History</td>
<td>Social Studies</td>
<td>73</td>
</tr>
<tr>
<td>Advanced Placement (AP) US Government and Politics</td>
<td>Social Studies</td>
<td>74</td>
</tr>
<tr>
<td>Advanced Placement (AP) World History</td>
<td>Social Studies</td>
<td>72</td>
</tr>
<tr>
<td>African American Literature</td>
<td>English</td>
<td>58</td>
</tr>
<tr>
<td>Agriscience Applications</td>
<td>CTE</td>
<td>35</td>
</tr>
<tr>
<td>American History</td>
<td>Social Studies</td>
<td>72</td>
</tr>
<tr>
<td>American History I</td>
<td>Social Studies</td>
<td>73</td>
</tr>
<tr>
<td>American History I Honors</td>
<td>Social Studies</td>
<td>73</td>
</tr>
<tr>
<td>American History II</td>
<td>Social Studies</td>
<td>73</td>
</tr>
<tr>
<td>American History II Honors</td>
<td>Social Studies</td>
<td>73</td>
</tr>
<tr>
<td>American History: The Founding Principles, Civics, and Economics</td>
<td>Social Studies</td>
<td>72</td>
</tr>
<tr>
<td>American History: The Founding Principles, Civics, and Economics Honors</td>
<td>Social Studies</td>
<td>72</td>
</tr>
<tr>
<td>American Humanities</td>
<td>Social Studies</td>
<td>75</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>Science</td>
<td>70</td>
</tr>
<tr>
<td>Anatomy and Physiology – Honors</td>
<td>Science</td>
<td>71</td>
</tr>
<tr>
<td>Animal Science I</td>
<td>CTE</td>
<td>35</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>DEPARTMENT</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>Animal Science II Small Animal Honors</td>
<td>CTE</td>
<td>36</td>
</tr>
<tr>
<td>Apparel and Textile Production I</td>
<td>CTE</td>
<td>39</td>
</tr>
<tr>
<td>Apparel and Textile Production II Honors</td>
<td>CTE</td>
<td>39</td>
</tr>
<tr>
<td>Applications of Engineering and Technology Part A Honors</td>
<td>CTE</td>
<td>26</td>
</tr>
<tr>
<td>Applications of Engineering and Technology Part B Honors</td>
<td>CTE</td>
<td>26</td>
</tr>
<tr>
<td>Applied Finance Honors-NAF</td>
<td>CTE</td>
<td>29</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Science</td>
<td>71</td>
</tr>
<tr>
<td>Automotive Service I LCHS</td>
<td>CTE</td>
<td>43</td>
</tr>
<tr>
<td>Automotive Service II Honors LCHS</td>
<td>CTE</td>
<td>43</td>
</tr>
<tr>
<td>Automotive Service Fundamentals</td>
<td>CTE</td>
<td>43</td>
</tr>
<tr>
<td>Biology I</td>
<td>Science</td>
<td>69</td>
</tr>
<tr>
<td>Biology I Honors</td>
<td>Science</td>
<td>69</td>
</tr>
<tr>
<td>Biology II Honors</td>
<td>Science</td>
<td>69</td>
</tr>
<tr>
<td>Business in a Global Economy Honors - NAF</td>
<td>CTE</td>
<td>30</td>
</tr>
<tr>
<td>Career Management</td>
<td>CTE</td>
<td>47</td>
</tr>
<tr>
<td>Carpentry I</td>
<td>CTE</td>
<td>44</td>
</tr>
<tr>
<td>Carpentry II Honors</td>
<td>CTE</td>
<td>44</td>
</tr>
<tr>
<td>Caterpillar Welding Apprenticeship</td>
<td>CTE</td>
<td>48</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>Science</td>
<td>69</td>
</tr>
<tr>
<td>Chemistry I Honors</td>
<td>Science</td>
<td>70</td>
</tr>
<tr>
<td>Chemistry II Honors</td>
<td>Science</td>
<td>70</td>
</tr>
<tr>
<td>Child Development</td>
<td>CTE</td>
<td>41</td>
</tr>
<tr>
<td>Cisco Network Engineering Technology I – Honors LCHS</td>
<td>CTE</td>
<td>38</td>
</tr>
<tr>
<td>Cisco Network Engineering Technology II – Honors LCHS</td>
<td>CTE</td>
<td>38</td>
</tr>
<tr>
<td>Comp TIA IT Fundamentals</td>
<td>CTE</td>
<td>39</td>
</tr>
<tr>
<td>Computer Engineering Technology I LCHS</td>
<td>CTE</td>
<td>39</td>
</tr>
<tr>
<td>Computer Engineering Technology II Honors LCHS</td>
<td>CTE</td>
<td>39</td>
</tr>
<tr>
<td>Concert Band</td>
<td>Arts</td>
<td>51</td>
</tr>
<tr>
<td>Construction Core</td>
<td>CTE</td>
<td>44</td>
</tr>
<tr>
<td>Contemporary Literature</td>
<td>English</td>
<td>59</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>English</td>
<td>59</td>
</tr>
<tr>
<td>CTE Advanced Studies</td>
<td>CTE</td>
<td>48</td>
</tr>
<tr>
<td>CTE Apprenticeships</td>
<td>CTE</td>
<td>48</td>
</tr>
<tr>
<td>CTE Internship</td>
<td>CTE</td>
<td>48</td>
</tr>
<tr>
<td>Culinary Arts and Hospitality I</td>
<td>CTE</td>
<td>34 &amp; 40</td>
</tr>
<tr>
<td>Culinary Arts and Hospitality II-Applications</td>
<td>CTE</td>
<td>34 &amp; 40</td>
</tr>
<tr>
<td>Culinary Arts and Hospitality III</td>
<td>CTE</td>
<td>34 &amp; 40</td>
</tr>
<tr>
<td>Delivering Great Customer Service Honors - AOHT</td>
<td>CTE</td>
<td>33</td>
</tr>
<tr>
<td>Discrete Mathematics for Computer Science</td>
<td>Math</td>
<td>66</td>
</tr>
<tr>
<td>Drafting I Honors</td>
<td>CTE</td>
<td>27 &amp; 44</td>
</tr>
<tr>
<td>Drafting II - Engineering Honors</td>
<td>CTE</td>
<td>27 &amp; 45</td>
</tr>
<tr>
<td>Drafting III - Engineering Honors</td>
<td>CTE</td>
<td>27 &amp; 45</td>
</tr>
<tr>
<td>Drawing and Painting I</td>
<td>Arts</td>
<td>54</td>
</tr>
<tr>
<td>Drawing and Painting II</td>
<td>Arts</td>
<td>55</td>
</tr>
<tr>
<td>Early Childhood Education I</td>
<td>CTE</td>
<td>41</td>
</tr>
<tr>
<td>Earth/Environmental Science</td>
<td>Science</td>
<td>68</td>
</tr>
</tbody>
</table>

Lee County Schools Registration Guide as of 02/10/2020
<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>DEPARTMENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth/Environmental Science–Honors</td>
<td>Science</td>
<td>68</td>
</tr>
<tr>
<td>Ecology</td>
<td>Science</td>
<td>71</td>
</tr>
<tr>
<td>Economics – Honors</td>
<td>Social Studies</td>
<td>74</td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>Social Studies</td>
<td>72</td>
</tr>
<tr>
<td>Electrical Trades I LCHS</td>
<td>CTE</td>
<td>45</td>
</tr>
<tr>
<td>Electrical Trades II Honors LCHS</td>
<td>CTE</td>
<td>45</td>
</tr>
<tr>
<td>English as a Second Language I</td>
<td>ESL</td>
<td>60</td>
</tr>
<tr>
<td>English as a Second Language II</td>
<td>ESL</td>
<td>61</td>
</tr>
<tr>
<td>English I</td>
<td>English</td>
<td>56</td>
</tr>
<tr>
<td>English I Honors</td>
<td>English</td>
<td>56</td>
</tr>
<tr>
<td>English II</td>
<td>English</td>
<td>56</td>
</tr>
<tr>
<td>English II Honors</td>
<td>English</td>
<td>56</td>
</tr>
<tr>
<td>English III</td>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>English III Honors</td>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>English IV</td>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>English IV Honors</td>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>Entrepreneurship Honors - NAF</td>
<td>CTE</td>
<td>29</td>
</tr>
<tr>
<td>Entrepreneurship I</td>
<td>CTE</td>
<td>37</td>
</tr>
<tr>
<td>Entrepreneurship II Honors</td>
<td>CTE</td>
<td>37</td>
</tr>
<tr>
<td>Event Planning Honors - AOHT</td>
<td>CTE</td>
<td>33</td>
</tr>
<tr>
<td>Film as Literature</td>
<td>English</td>
<td>59</td>
</tr>
<tr>
<td>Financial Planning Honors - NAF</td>
<td>CTE</td>
<td>29</td>
</tr>
<tr>
<td>Financial Services Honors - NAF</td>
<td>CTE</td>
<td>29</td>
</tr>
<tr>
<td>Food and Nutrition I</td>
<td>CTE</td>
<td>40</td>
</tr>
<tr>
<td>Food and Nutrition II Honors</td>
<td>CTE</td>
<td>40</td>
</tr>
<tr>
<td>Forensic Science Honors</td>
<td>Science</td>
<td>71</td>
</tr>
<tr>
<td>Foundations of Engineering and Technology Part A Honors</td>
<td>CTE</td>
<td>26</td>
</tr>
<tr>
<td>Foundations of Engineering and Technology Part B Honors</td>
<td>CTE</td>
<td>26</td>
</tr>
<tr>
<td>Foundations of English I</td>
<td>English</td>
<td>56</td>
</tr>
<tr>
<td>Foundations of English II</td>
<td>English</td>
<td>56</td>
</tr>
<tr>
<td>Foundations of Health Science</td>
<td>CTE</td>
<td>42</td>
</tr>
<tr>
<td>Foundations of NC Math 1</td>
<td>Math</td>
<td>65</td>
</tr>
<tr>
<td>Foundations of NC Math 2</td>
<td>Math</td>
<td>65</td>
</tr>
<tr>
<td>Foundations of NC Math 3</td>
<td>Math</td>
<td>66</td>
</tr>
<tr>
<td>Founding Principles of USA and NC: Civic Literacy</td>
<td>Social Studies</td>
<td>72</td>
</tr>
<tr>
<td>French I</td>
<td>World Language</td>
<td>75</td>
</tr>
<tr>
<td>French II</td>
<td>World Languages</td>
<td>75</td>
</tr>
<tr>
<td>French III Honors</td>
<td>World Languages</td>
<td>75</td>
</tr>
<tr>
<td>French IV Honors</td>
<td>World Languages</td>
<td>75</td>
</tr>
<tr>
<td>Geography for Tourism Honors - AOHT</td>
<td>CTE</td>
<td>33</td>
</tr>
<tr>
<td>Geology</td>
<td>Science</td>
<td>71</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Arts</td>
<td>55</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health &amp; PE</td>
<td>61</td>
</tr>
<tr>
<td>Health Science I</td>
<td>CTE</td>
<td>42</td>
</tr>
<tr>
<td>Health Science II Honors</td>
<td>CTE</td>
<td>42</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>DEPARTMENT</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>Horticulture II Honors</td>
<td>CTE</td>
<td>36</td>
</tr>
<tr>
<td>Hospitality Marketing Honors -AOHT</td>
<td>CTE</td>
<td>33</td>
</tr>
<tr>
<td>Insurance Honors – NAF</td>
<td>CTE</td>
<td>30</td>
</tr>
<tr>
<td>Introduction to Sports and Athletic Fields Management</td>
<td>Health &amp; PE</td>
<td>63</td>
</tr>
<tr>
<td>Introduction to Band</td>
<td>Arts</td>
<td>51</td>
</tr>
<tr>
<td>Journalism I</td>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>Journalism II – Newspaper</td>
<td>English</td>
<td>57</td>
</tr>
<tr>
<td>Journalism II – Yearbook</td>
<td>English</td>
<td>58</td>
</tr>
<tr>
<td>Journalism III – Newspaper Honors</td>
<td>English</td>
<td>58</td>
</tr>
<tr>
<td>Journalism III – Yearbook Honors</td>
<td>English</td>
<td>58</td>
</tr>
<tr>
<td>Journalism IV – Newspaper Honors</td>
<td>English</td>
<td>58</td>
</tr>
<tr>
<td>Leadership Education Training I JROTC</td>
<td>JROTC</td>
<td>63</td>
</tr>
<tr>
<td>Leadership Education Training I Part 2 JROTC</td>
<td>JROTC</td>
<td>63</td>
</tr>
<tr>
<td>Leadership Education Training II JROTC</td>
<td>JROTC</td>
<td>63</td>
</tr>
<tr>
<td>Leadership Education Training II Part 2 JROTC</td>
<td>JROTC</td>
<td>64</td>
</tr>
<tr>
<td>Leadership Education Training III JROTC</td>
<td>JROTC</td>
<td>64</td>
</tr>
<tr>
<td>Leadership Education Training III Part 2 JROTC</td>
<td>JROTC</td>
<td>64</td>
</tr>
<tr>
<td>Leadership Education Training IV JROTC</td>
<td>JROTC</td>
<td>64</td>
</tr>
<tr>
<td>Leadership Education Training IV Part 2 JROTC</td>
<td>JROTC</td>
<td>65</td>
</tr>
<tr>
<td>Literary Publications</td>
<td>English</td>
<td>59</td>
</tr>
<tr>
<td>Marching Band</td>
<td>Arts</td>
<td>51</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Science</td>
<td>71</td>
</tr>
<tr>
<td>Marketing Honors</td>
<td>CTE</td>
<td>38</td>
</tr>
<tr>
<td>Masonry I Honors LCHS</td>
<td>CTE</td>
<td>46</td>
</tr>
<tr>
<td>Masonry II Honors LCHS</td>
<td>CTE</td>
<td>46</td>
</tr>
<tr>
<td>Metals Manufacturing Technology I LCHS</td>
<td>CTE</td>
<td>46</td>
</tr>
<tr>
<td>Metals Manufacturing Technology II LCHS</td>
<td>CTE</td>
<td>46</td>
</tr>
<tr>
<td>Microsoft Excel Honors</td>
<td>CTE</td>
<td>30 &amp; 47</td>
</tr>
<tr>
<td>Microsoft Word and PowerPoint</td>
<td>CTE</td>
<td>31 &amp; 47</td>
</tr>
<tr>
<td>Music Appreciation</td>
<td>Arts</td>
<td>50</td>
</tr>
<tr>
<td>Music Theory I</td>
<td>Arts</td>
<td>50</td>
</tr>
<tr>
<td>Music Theory II</td>
<td>Arts</td>
<td>50</td>
</tr>
<tr>
<td>NC Math 1</td>
<td>Math</td>
<td>65</td>
</tr>
<tr>
<td>NC Math 2</td>
<td>Math</td>
<td>65</td>
</tr>
<tr>
<td>NC Math 2 Honors</td>
<td>Math</td>
<td>65</td>
</tr>
<tr>
<td>NC Math 3</td>
<td>Math</td>
<td>66</td>
</tr>
<tr>
<td>NC Math 3 Honors</td>
<td>Math</td>
<td>66</td>
</tr>
<tr>
<td>NC Math 4</td>
<td>Math</td>
<td>66</td>
</tr>
<tr>
<td>NC Math 4 Honors</td>
<td>Math</td>
<td>66</td>
</tr>
<tr>
<td>Occupational Course of Study</td>
<td>OCS</td>
<td>68</td>
</tr>
<tr>
<td>Orchestra Advanced Honors</td>
<td>Arts</td>
<td>52</td>
</tr>
<tr>
<td>Orchestra Beginning</td>
<td>Arts</td>
<td>51</td>
</tr>
<tr>
<td>Orchestra Intermediate</td>
<td>Arts</td>
<td>51</td>
</tr>
<tr>
<td>Orchestra Proficient Honors</td>
<td>Arts</td>
<td>52</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>Miscellaneous</td>
<td>68</td>
</tr>
<tr>
<td>Pharmacy Technician Honors</td>
<td>CTE</td>
<td>42</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>DEPARTMENT</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>Photography in Science</td>
<td>Science</td>
<td>71</td>
</tr>
<tr>
<td>Physical Education Pupil Instructor I</td>
<td>Health &amp; PE</td>
<td>62</td>
</tr>
<tr>
<td>Physical Education Pupil Instructor II</td>
<td>Health &amp; PE</td>
<td>62</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Science</td>
<td>69</td>
</tr>
<tr>
<td>Physics</td>
<td>Science</td>
<td>70</td>
</tr>
<tr>
<td>Physics Honors</td>
<td>Science</td>
<td>70</td>
</tr>
<tr>
<td>Precalculus Honors</td>
<td>Math</td>
<td>67</td>
</tr>
<tr>
<td>Principles of Business and Finance</td>
<td>CTE</td>
<td>38</td>
</tr>
<tr>
<td>Principles of Family and Human Services</td>
<td>CTE</td>
<td>41</td>
</tr>
<tr>
<td>Principles of Finance Honors</td>
<td>CTE</td>
<td>34</td>
</tr>
<tr>
<td>Principles of Finance Honors - NAF</td>
<td>CTE</td>
<td>29</td>
</tr>
<tr>
<td>Principles of Hospitality and Tourism Honors - AOHT</td>
<td>CTE</td>
<td>33</td>
</tr>
<tr>
<td>Professional Ethics Honors - NAF</td>
<td>CTE</td>
<td>31</td>
</tr>
<tr>
<td>Professional Ethics Honors – AOHT</td>
<td>CTE</td>
<td>34</td>
</tr>
<tr>
<td>Psychology</td>
<td>Social Studies</td>
<td>74</td>
</tr>
<tr>
<td>Reading and Writing for College and Beyond Honors</td>
<td>English</td>
<td>59</td>
</tr>
<tr>
<td>Reading Competency</td>
<td>English</td>
<td>59</td>
</tr>
<tr>
<td>Science of Fiction</td>
<td>English</td>
<td>59</td>
</tr>
<tr>
<td>Shakespeare Honors</td>
<td>English</td>
<td>59</td>
</tr>
<tr>
<td>Skills in Academic English - Humanities Focus</td>
<td>ESL</td>
<td>61</td>
</tr>
<tr>
<td>Skills in Academic English - STEM Focus</td>
<td>ESL</td>
<td>61</td>
</tr>
<tr>
<td>Southern Writers</td>
<td>English</td>
<td>60</td>
</tr>
<tr>
<td>Spanish for Native Speakers I</td>
<td>World Languages</td>
<td>76</td>
</tr>
<tr>
<td>Spanish for Native Speakers II Honors</td>
<td>World Languages</td>
<td>76</td>
</tr>
<tr>
<td>Spanish I</td>
<td>World Languages</td>
<td>75</td>
</tr>
<tr>
<td>Spanish II</td>
<td>World Languages</td>
<td>75</td>
</tr>
<tr>
<td>Spanish III Honors</td>
<td>World Languages</td>
<td>76</td>
</tr>
<tr>
<td>Spanish IV Honors</td>
<td>World Languages</td>
<td>76</td>
</tr>
<tr>
<td>Speech/Debate I</td>
<td>English</td>
<td>60</td>
</tr>
<tr>
<td>Speech/Debate II Honors</td>
<td>English</td>
<td>60</td>
</tr>
<tr>
<td>Sports Medicine I/Athletic Trainer</td>
<td>Health &amp; PE</td>
<td>62</td>
</tr>
<tr>
<td>Sports Medicine II/Athletic Trainer</td>
<td>Health &amp; PE</td>
<td>62</td>
</tr>
<tr>
<td>Stage Band</td>
<td>Arts</td>
<td>51</td>
</tr>
<tr>
<td>Structured Writing</td>
<td>English</td>
<td>60</td>
</tr>
<tr>
<td>Sustainable Agriculture Production I</td>
<td>CTE</td>
<td>36</td>
</tr>
<tr>
<td>Sustainable Agriculture Production II</td>
<td>CTE</td>
<td>36</td>
</tr>
<tr>
<td>Sustainable Tourism Honors - AOHT</td>
<td>CTE</td>
<td>33</td>
</tr>
<tr>
<td>Teacher Cadets I</td>
<td>Miscellaneous</td>
<td>68</td>
</tr>
<tr>
<td>Teacher Cadets II Honors</td>
<td>Miscellaneous</td>
<td>68</td>
</tr>
<tr>
<td>Theatre Arts Advanced Honors</td>
<td>Arts</td>
<td>53</td>
</tr>
<tr>
<td>Theatre Arts Beginning</td>
<td>Arts</td>
<td>53</td>
</tr>
<tr>
<td>Theatre Arts Intermediate</td>
<td>Arts</td>
<td>53</td>
</tr>
<tr>
<td>Theatre Arts Proficient Honors</td>
<td>Arts</td>
<td>53</td>
</tr>
<tr>
<td>Theatre Arts Specialization Technical Theatre I</td>
<td>Arts</td>
<td>53</td>
</tr>
<tr>
<td>Visual Arts Advanced Honors</td>
<td>Arts</td>
<td>54</td>
</tr>
<tr>
<td>Visual Arts Beginning</td>
<td>Arts</td>
<td>54</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>DEPARTMENT</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>Visual Arts Ceramics Advanced Honors</td>
<td>Arts</td>
<td>55</td>
</tr>
<tr>
<td>Visual Arts Ceramics Beginning</td>
<td>Arts</td>
<td>55</td>
</tr>
<tr>
<td>Visual Arts Ceramics Intermediate</td>
<td>Arts</td>
<td>55</td>
</tr>
<tr>
<td>Visual Arts Ceramics Proficient Honors</td>
<td>Arts</td>
<td>55</td>
</tr>
<tr>
<td>Visual Arts Intermediate</td>
<td>Arts</td>
<td>54</td>
</tr>
<tr>
<td>Visual Arts Proficient Honors</td>
<td>Arts</td>
<td>54</td>
</tr>
<tr>
<td>Vocal Music Advanced Honors</td>
<td>Arts</td>
<td>53</td>
</tr>
<tr>
<td>Vocal Music Beginning</td>
<td>Arts</td>
<td>52</td>
</tr>
<tr>
<td>Vocal Music Intermediate</td>
<td>Arts</td>
<td>52</td>
</tr>
<tr>
<td>Vocal Music Proficient Honors</td>
<td>Arts</td>
<td>52</td>
</tr>
<tr>
<td>Wind Ensemble</td>
<td>Arts</td>
<td>51</td>
</tr>
<tr>
<td>Women in Literature</td>
<td>English</td>
<td>60</td>
</tr>
<tr>
<td>World History</td>
<td>Social Studies</td>
<td>72</td>
</tr>
<tr>
<td>World History Honors</td>
<td>Social Studies</td>
<td>72</td>
</tr>
<tr>
<td>World Humanities</td>
<td>Social Studies</td>
<td>74</td>
</tr>
<tr>
<td>Zoology</td>
<td>Science</td>
<td>71</td>
</tr>
<tr>
<td>Zoology Honors</td>
<td>Science</td>
<td>71</td>
</tr>
</tbody>
</table>