Superintendent’s Message

Dear High School Students,

Your four years in high school hold tremendous growth opportunities with dozens of decisions for you to make! The choices made in high school begin a chain of events that will have a real impact on your life. New career opportunities in North Carolina and across our country demand a high level of skills that prepare students for jobs in the future that may not currently exist. In response to this challenge, rigorous goals have been adopted by the State Board of Education and it is important for students and parents to focus on the first goal which states, “North Carolina public schools will produce globally competitive students.” We encourage you to develop a plan and select classes based primarily on your personal interests and goals for the future. Your four-year plan should be academically challenging, allowing you to graduate with skills needed for multiple career opportunities.

This publication was designed to give you and your parents extensive information on the requirements for graduation, the policies and procedures that govern the work of our high schools, and a description of every class taught in our system. The guide also offers information on extracurricular activities that will develop your talents and enhance your high school experience. Explore the high school curriculum through the guide, and don’t be afraid to ask for more information from counselors and teachers.

Our goal is to see all of our students who enter the ninth grade graduate from high school four years later, confident and ready for their next challenges. We welcome your questions and look forward to working with you and your family in this important process.

Sincerely,

Lory D. Morrow, Ed.D.
Superintendent

The Lincoln County School System does not discriminate against any person on the basis of sex, race, religion, national origin, age, or handicap in any of its educational or employment programs or activities.
Dear High School Students and Parents,

It is time to develop your high school course plan. You will select courses required for graduation and course electives that are of interest to you. You should design your graduation plan to meet your future career and college goals. I also strongly encourage you to seek out other opportunities and extracurricular activities that will enhance your high school experience. In order to advance through high school, it is important to maintain good attendance and grades. Students are promoted to the next grade level based on the number of course credits earned. You must be present and highly engaged in every class. Teachers, counselors, and administrators are always available to help you through a challenging situation. Seek out assistance when needed. We expect all students to successfully complete all state and local graduation requirements and graduate in four years with your class.

Let us help you maximize your talents, gifts, and abilities to perform at your highest potential and reach your goals and dreams. I believe in you and know you will have an extraordinary high school experience.

Information in this guide is provided to assist students and their parents in the high school planning and registration process. Students and parents should read all of the information carefully and give thought to the student’s aptitudes, interests, and plans for the future as they select courses. Counselors are available for assistance but it is the responsibility of students and parents to make sure graduation requirements are met. This guide should be kept to refer back to throughout high school. The online curriculum guide may be found on the Lincoln County Schools website at www.lcsnc.org. Select Instructional Services, select High School and you will see the Curriculum Guide in the menu.

Enjoy the journey and I will see you at graduation!

Sincerely,

Samantha Campbell
High School Director

**INFORMATION IN THIS GUIDE IS SUBJECT TO CHANGE**

The information provided is current at the time of printing, but it is recommended that you work closely with your school counselor to be aware of any last-minute changes based on actions of the State Board of Education, NC General Assembly, or the NC Community College System. You may also refer to the online curriculum guide for the most up to date information. The online curriculum guide may be found on the Lincoln County Schools website at www.lcsnc.org. Select Instructional Services, select High School and you will see the Curriculum Guide in the menu.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
**NC GRADUATION REQUIREMENTS**

**NINTH GRADERS ENTERING 2012-2013 AND BEYOND**

<table>
<thead>
<tr>
<th>FUTURE-READY CORE</th>
<th>FUTURE-READY OCCUPATIONAL**IEP</th>
</tr>
</thead>
</table>
| **English:** 4 Credits  
  English I  
  English II  
  English III  
  English IV | **English:** 4 Credits  
  English I  
  English II  
  English III  
  English IV |
| **Mathematics:** 4 Credits  
  NC Math I  
  NC Math II  
  NC Math III  
  Approved 4th Math aligned with the student’s post high school plans. (See pages 4-5) | **Mathematics:** 3 Credits  
  Intro Math I  
  NC Math I  
  Financial Management  
  Personal Finance |
| **Science:** 3 Credits  
  Earth/Environmental Science  
  Biology  
  A Physical Science:  
  Physical Science, Chemistry, Physics, AP Physics | **Science:** 2 Credits  
  Applied Science  
  Biology |
| **Social Studies:** 4 Credits  
  World History OR AP World History: Modern  
  American History: The Founding Principles, Civics, and Economics  
  American History I  
  American History II OR AP US History | **Social Studies:** 2 Credits  
  American History I OR American History II  
  American History: The Founding Principles, Civics, and Economics (State requirement for 9th grade and beyond) |
| **Health & Physical Education:** 1 Credit  
  Health/PE  
  Students are required to successfully complete CPR instruction as a requirement for graduation. | **Health & Physical Education:** 1 Credit  
  Health/PE  
  Students are required to successfully complete CPR instruction as a requirement for graduation. |
| **Required Electives:** 2 Credits  
  Two credits of any combination from either areas:  
  Arts Education OR Career and Technical Education (CTE) OR World Languages | **Required Electives:** 6 Credits*  
  Occupational Prep I  
  Occupational Prep II (2 credits)  
  Occupational Prep III (2 Credits)  
  Occupational Prep IV |
| **Other Required Electives:** 10 Credits  
  Ten credits may be chosen from any subject area. Students are encouraged to complete a career cluster in high school which matches their future plans. | CTE Required Electives: 4 Credits  
  Recommended from the same Career Cluster  
  Other Electives: 6 Credits |
| **Total Needed for Graduation:** 28 Credits | **Total Needed for Graduation:** 28 Credits |

Students may also earn credit for any high school course and meet graduation requirements using an appropriate college course, combination of college courses or designated AP courses.

* 2020-2021 - 9th, 10th, and 11th grade students need 150 school-based hours, 225 community-based hours, and 225 hours of paid or nonpaid employment.

** For selected students with an Individual Education Plan (IEP)
North Carolina Mathematics Graduation Requirements Options Charts
NC Department of Public Instruction Revised April 2019

According to the State Graduation Requirement Policy, students earn four mathematics credits which shall be either:

a. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student’s post high school plans

b. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart. Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

The following charts are provided to identify the courses that are options to fulfill the mathematics graduation requirement and that align with the student’s post high school plan. The charts include option for students who seek:

- 1. Admission into a UNC System Institution or meet the NC Community College System’s Multiple Measure Policy
- 2. Admission into a Community College or Technical School
- 3. Enter directly into a Career after High School
- 4. Principal Exemption from the Future Ready Core Graduation Requirements

Guidance is also provided for students who are:

- Identified as Learning Disabled in Math
- Following the Occupational Course of Study

<table>
<thead>
<tr>
<th>Students must earn credit for:</th>
<th>Community College Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2109 - NC Math I</td>
<td>2C01 - MAT 143 - Quantitative Literacy</td>
</tr>
<tr>
<td>2209 - NC Math 2</td>
<td>2C02 - MAT 152 - Statistical Methods I</td>
</tr>
<tr>
<td>2309 - NC Math 3</td>
<td>2C03 - CCP - MAT 171 - Precalculus Algebra</td>
</tr>
<tr>
<td></td>
<td>2C04 - CCP - MAT 172 - Precalculus Trigonometry</td>
</tr>
<tr>
<td></td>
<td>2C05 - MAT 263 - Brief Calculus</td>
</tr>
<tr>
<td></td>
<td>2C06 - CCP - MAT 271 - Calculus I</td>
</tr>
<tr>
<td></td>
<td>2C07 - MAT 272 - Calculus II</td>
</tr>
<tr>
<td></td>
<td>2C11 - MAT 252 - Statistics II</td>
</tr>
<tr>
<td>And 1 credit from the following:</td>
<td>2C12 - MAT 273 - Calculus III</td>
</tr>
<tr>
<td></td>
<td>2C13 - MAT 280 - Linear Algebra</td>
</tr>
<tr>
<td></td>
<td>2C14 - MAT 285 - Differential Equations</td>
</tr>
<tr>
<td></td>
<td>2C20 - MAT 167 - Discrete Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NC SCOS - 4th Level Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2400 - Adv. Functions and Modeling</td>
</tr>
<tr>
<td>2401 - Discrete Mathematics</td>
</tr>
<tr>
<td>2402 - Integrated Math IV</td>
</tr>
<tr>
<td>2403 - Pre-Calculus</td>
</tr>
</tbody>
</table>

AP, IB, and Cambridge Courses continued

<table>
<thead>
<tr>
<th>AP, IB, and Cambridge Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A00 – AP Calculus AB</td>
</tr>
<tr>
<td>2A01 – AP Calculus BC</td>
</tr>
<tr>
<td>2A03 – AP Statistics</td>
</tr>
<tr>
<td>2I028 – IB Mathematical Studies SL</td>
</tr>
<tr>
<td>2I038 – IB Mathematics SL</td>
</tr>
</tbody>
</table>

The following course may not meet the UNC System’s minimum course requirements for mathematics:

- 2408 - Essentials for College Math (SREB READY)

The course 2408 will not be available starting the 2019-20 school year.

For more information, see the NC Community College System’s Multiple Measures Policy (https://www.nccommunitycolleges.edu/student-services/multiple-measures)

The following courses meet the UNC System’s minimum course requirements for mathematics but does not meet the NC Community College System’s Multiple Measure Policy.

- 2C06 – AMTEM-Mindset
- 2I088 – IB Applications & Interpretations SL *New

For more information, see the Minimum Course Requirements (https://www.northcarolina.edu/future-students/minimum-admission-requirements)

The following courses meet the UNC System’s minimum course requirements for mathematics at all of its member institutions. Check with the admissions office at the intended college/university for acceptance. This course does meet the NC Community College System’s Multiple Measure Policy.

- 2C15 – MAT 141 - Mathematical Concepts I
- 2C16 – MAT 142 - Mathematical Concepts II

For more information, see the Minimum Course Requirements (https://www.northcarolina.edu/future-students/minimum-admission-requirements)
### CTE Course Descriptions

**Students must earn credit for:**
- 2109 - NC Math 1
- 2209 - NC Math 2
- 2309 - NC Math 3

And 1 credit from the following:

**AP and IB Courses**
- 0A02 – AP Computer Science Principles (CTE Credit)
- 0A02 – AP Computer Science
- 21008 – IB Computer Science SL
- 21018 – IB Computer Science HL

**CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0A02</td>
<td>AP Computer Science Principles – Course</td>
</tr>
<tr>
<td>BA10</td>
<td>Accounting I</td>
</tr>
<tr>
<td>BA20</td>
<td>Accounting II</td>
</tr>
<tr>
<td>BF10</td>
<td>Principles of Business and Finance – BF10 will no longer be a fourth Mathematics credit option for all students entering ninth grade in the 2020-21 academic year.</td>
</tr>
<tr>
<td>IV22</td>
<td>Drafting II Engineering</td>
</tr>
<tr>
<td>IC21</td>
<td>Carpentry I</td>
</tr>
<tr>
<td>IC61</td>
<td>Drafting I</td>
</tr>
<tr>
<td>IC62</td>
<td>Drafting II Architectural</td>
</tr>
<tr>
<td>IM41</td>
<td>Metals Manufacturing Technology I</td>
</tr>
<tr>
<td>IM42</td>
<td>Metals Manufacturing Technology II</td>
</tr>
<tr>
<td>TP11</td>
<td>PLTW Introduction to Engineering Design</td>
</tr>
<tr>
<td>TP12</td>
<td>PLTW Principles of Engineering</td>
</tr>
<tr>
<td>TP21</td>
<td>PLTW Digital Electronics</td>
</tr>
<tr>
<td>TP22</td>
<td>PLTW Computer Integrated Manufacturing</td>
</tr>
<tr>
<td>TP23</td>
<td>PLTW Civil Engineering and Architecture</td>
</tr>
<tr>
<td>TP25</td>
<td>PLTW Aerospace Engineering</td>
</tr>
<tr>
<td>TP27</td>
<td>PLTW Environmental Sustainability</td>
</tr>
<tr>
<td>TP31</td>
<td>PLTW Engineering Design and Development</td>
</tr>
<tr>
<td>FA31</td>
<td>Apparel &amp; Textile Production I</td>
</tr>
<tr>
<td>FA32</td>
<td>Apparel &amp; Textile Production II</td>
</tr>
<tr>
<td>FI51</td>
<td>Interior Design I</td>
</tr>
<tr>
<td>FI52</td>
<td>Interior Design II</td>
</tr>
<tr>
<td>FH22</td>
<td>Culinary Arts and Hospitality II</td>
</tr>
<tr>
<td>FH72</td>
<td>ProStart II</td>
</tr>
<tr>
<td>TE21</td>
<td>Principles of Technology I</td>
</tr>
<tr>
<td>TE22</td>
<td>Principles of Technology II</td>
</tr>
<tr>
<td>BP10</td>
<td>Computer Programming I</td>
</tr>
<tr>
<td>BP12</td>
<td>Computer Programming II</td>
</tr>
</tbody>
</table>

**CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation.**

**CTE Course Descriptions**
- BP20 - SAS I AND BP22 - SAS II
- BF05 - Personal Finance AND ME11 - Entrepreneurship I
- IM31 - Electronics I AND IM32 - Electronics II
- IC11 - Masonry I AND IC12 - Masonry II
- FH20 - Introduction to Culinary Arts & Hospitality AND FH21 - Culinary Arts & Hospitality I
- TS31 - Game Art and Design AND TS32 - Advanced Game Art and Design
- IC41 - Electrical Trades I AND IC42 - Electrical Trades II
- TS21 - Scientific & Technical Visualization I AND TS22 - Scientific & Technical Visualization II
- IC22 - Carpentry II and IC23 - Carpentry III

**Additional Mathematics Courses**
- 2090 - Foundations of NC Math I
- 2091 - Foundations of Math 2
- 2092 - Foundations of Math 3

**CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21018</td>
<td>IB Computer Science HL</td>
</tr>
</tbody>
</table>

**CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation.**

**CTE Course Descriptions**
- BP20 - SAS I AND BP22 - SAS II
- BF05 - Personal Finance AND ME11 - Entrepreneurship I
- IM31 - Electronics I AND IM32 - Electronics II
- IC11 - Masonry I AND IC12 - Masonry II

### 3. Enter directly into a Career after High School

These options below do not meet the Multiple Measures Policy for the NC Community College System. Students who use this option will be required to complete math placement testing prior to enrolling in community college mathematics courses. Students may also earn a credit in a 4th Level Math Course, Community College Math Course, or an AP and IB course that is listed in the Admission into a UNC System Institution Chart.

**Students must earn credit for:**
- 2109 - NC Math 1
- 2209 - NC Math 2
- 2309 - NC Math 3

And 1 credit from the following:

**AP and IB Courses**
- 0A02 – AP Computer Science Principles (CTE Credit)
- 0A02 – AP Computer Science
- 21008 – IB Computer Science SL
- 21018 – IB Computer Science HL

**Additional Mathematics Courses**
- 2090 - Foundations of NC Math I
- 2091 - Foundations of Math 2
- 2092 - Foundations of Math 3
Students who use this option will be required to complete math placement testing prior to enrolling in community college math courses. Students may also earn a credit in a 4th Level Math Course, Community College Math Course, or an AP and IB Course that is listed in the Admission into UNC System Institution Chart.

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<tr>
<th>Students must earn credit for:</th>
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<tr>
<td>2109 – NC Math 1</td>
</tr>
<tr>
<td>2209 – NC Math 2</td>
</tr>
<tr>
<td>And 2 credits from the following:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AP and IB Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A020 – AP Computer Science Principles (CTE Credit)</td>
</tr>
<tr>
<td>BA10 – Accounting I</td>
</tr>
<tr>
<td>BA20 – Accounting II</td>
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<tr>
<td>BF10 – Principles of Business and Finance</td>
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<td>BF10 will no longer be a fourth Mathematics credit option for all students entering ninth grade in the 2020-21 academic year.</td>
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<td>F152 – Interior Design II</td>
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<tr>
<td>FH72 – ProStart II</td>
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<tr>
<td>TE 21 – Principles of Technology</td>
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<tr>
<td>TE21 – Principles of Technology I</td>
</tr>
<tr>
<td>TE22 – Principles of Technology II</td>
</tr>
<tr>
<td>BP10 – Computer Programming I</td>
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<td>BP12 – Computer Programming II</td>
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CTE Course Descriptions:

**CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation.**

**CTE Course Descriptions**

- BP20 – SAS I AND BP22 – SAS II
- BF05 – Personal Finance AND ME11 – Entrepreneurship I
- IM31 – Electronics I AND IM32 – Electronics II
- IC11 Masonry I AND IC12 – Masonry II
- FH20 – Introduction to Culinary Arts & Hospitality AND FH71 – ProStart I
- IC22 – Carpentry II AND IC23 – Carpentry III

**Student Identified as Learning Disabled in Math**

**General Statute 115C-12(9d) states:**

"The State Board shall not adopt or enforce any rules that requires Algebra I* as a graduation standard or as a requirement for a high school diploma for any student whose individualized education program (i) identifies the student as learning disabled in the area of mathematics and (ii) states that this learning disability will prevent the student from mastering Algebra I.* As noted in General Statute 115C-12(9d), the individualized education program (IEP) must state that the specific learning disability (SLD) in the area of mathematics will prevent the student from mastering Algebra I (now interpreted as NC Math 1 per memo dated 12/16/13).

The IEP team decision regarding the application of this statute through documentation in the IEP could occur at different times during the academic career of a student with a SLD in the area of mathematics. For further information on the required considerations for application of this statute, please see the August 24, 2016 memo and worksheet (http://bit.ly/NCSLDMathFRC).

Note: The memo and worksheet refer to General Statute 115-81b. Recent legislation relocated the content of 115-81b to 115-12(9d) without changing the text of the statute. Please continue to use the memo and worksheet as intended for students with a specific learning disability in the area of mathematics.

**Students included in the category defined by NC General Statute 115C-12(9d) must complete four credits in mathematics. These students must construct a four-course mathematics sequence using any combination of the courses listed in the preceding Options Charts. Each student’s course selection should be guided by his or her postsecondary goals, as defined in his/her IEP.**

For complete information on application of General Statute 115C-12(9d), refer to the Students with Specific Learning Disabilities and Mathematics Sequence Exemption in the Future-Ready Course of Study memo referenced above.

*Algebra I is now interpreted as NC Math 1.*

**Students following the Occupational Course of Study**

**Students must earn credit for:**

- 9220B – Introduction to Mathematics
- 9225B – Math 1

**And earn a math credit from the following:**

- 92228 – Financial Management
- BF05 – Personal Finance - If Personal Finance is counted as third math credit the course may not also be counted as CTE credit.
Students enrolled in North Carolina high schools shall have the opportunity to earn Endorsements to their High School Diploma that identify a particular area of focused study. The earning of endorsements shall be based on the following criteria:

A. Students shall meet all requirements set forth in State Board Policy GCS-N-004 “State Graduation Requirements” related to earning a high school diploma.

B. Students may earn a Career Endorsement, a College Endorsement, a College/UNC Endorsement, a North Academic Scholars Endorsement, and/or a Global Languages Endorsement.

C. The requirements for earning these endorsements are defined below:

**CAREER ENDORSEMENT**

a) EXCEPT AS LIMITED N.C.G.S 115C-81(b), the student shall complete the Future-Ready Core mathematics sequence of NC Math I, II, III and a fourth mathematics course aligned with the student’s post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including applied math courses found in the Career and Technical Education (CTE) domain.

b) The student shall complete a CTE concentration in one of the approved CTE Pathways: https://www.dpi.nc.gov/districts-schools/classroom-resources/career-and-technical-education/curriculum

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business, Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Hospitality and Tourism
- Health Science
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- STEM - Science, Technology, Engineering and Math
- Transportation, Distribution and Logistics

c) The student shall earn an unweighted grade point average of a least 2.6.

d) The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments OR another appropriate industry credential/certification.

**COLLEGE ENDORSEMENT**

a) The student shall complete the Future-Ready Core mathematics sequence of NC Math I, II, III and a fourth mathematics course aligned with the student’s post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing math class under the North Carolina Community College System’s Multiple Measures Placement policy.

b) The student shall earn an unweighted grade point average of at least 2.6.

**COLLEGE/UNC ENDORSEMENT**

a) The student shall complete the Future-Ready Core mathematics sequence of NC Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with NC Math III as a prerequisite;

b) The student shall complete three units of science, including at least one physical science with a lab, one life science and one additional science course;

c) The student shall complete U.S. History or equivalent coursework;

d) The student shall complete two units of a world language (other than English);

d) Students shall earn a weighted grade point average of at least 2.5.

**GLOBAL LANGUAGES ENDORSEMENT**

a) The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation.

b) The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.

i. Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.

ii. Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses.

iii. Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.

iv. Limited English Proficiency students shall complete all the requirements of sections a and b above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

d) Students may earn more than one Endorsement.

e) Students are not required to earn an Endorsement in order to receive a diploma.

**NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM**

Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition. This plan is effective for students who enter the ninth grade 2012-13 and beyond. Requirements for Academic Scholars program are set forth in State Board Policy GCS-L-003.

Students must:

- begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses
- have an overall four-year unweighted grade point average of 3.500, and
- complete all requirements for a North Carolina high school diploma.

**Credits**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>4</td>
<td>English I, II, III, IV</td>
</tr>
<tr>
<td>4</td>
<td>NC Mathematics I, II, III, and a higher level mathematics course with NC Mathematics III as a prerequisite</td>
</tr>
<tr>
<td>3</td>
<td>Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)</td>
</tr>
<tr>
<td>4</td>
<td>Social Studies (World History, Civics/Economics, American History I: The Founding Principles and American History II or American History I: The Founding Principles and AP US History)</td>
</tr>
<tr>
<td>6</td>
<td>Two (2) elective credits in a world language required for the UNC System</td>
</tr>
</tbody>
</table>

Four (4) elective credits constituting a concentration recommended from one of the following:

- Career and Technical Education, JROTC, Arts Education, World Languages, or any other subject area

3 Higher level courses taken during junior and/or senior years which carry additional quality points such as: AP, IB, Dual or college-equivalent course, Advanced CTE/CTE credentialing courses, Online courses, other honors or above designated courses

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Total</td>
</tr>
</tbody>
</table>
SCHEDULE AND COURSE LOAD
Four courses will need to be taken daily each semester unless students are approved for CTE Internships, Apprenticeships, or the Career and College Promise program available through NC Community Colleges. Any reduced schedules will require principal approval.

All schedule changes will need to be made within the first ten days of the semester. Some courses are offered only in a year-long format and students are not able to drop these courses at the end of the semester.

As students prepare their four-year plans, careful attention to the prescribed sequence and prerequisites will prevent scheduling difficulties and will lead to on time completion of graduation requirements.

COURSE CREDIT RECOVERY OPTIONS
- REPEATING A COURSE FOR CREDIT -
The term “repeating a course for credit” will be used to refer to a high school course repeated via any delivery method when the entire Standard Course of Study for that course is being taught to the student for a second time.

Students repeating a course for credit shall receive a grade and take the associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect either to retake the EOC or use the previous passing EOC score as at least 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.

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.

When a student repeats a course for credit and passes the course, the student only earns credit towards graduation once.

- CREDIT RECOVERY -
Students who failed to earn course credit may have the opportunity to recover that credit through our Credit Recovery Program. The term “credit recovery” refers to a block of instruction that is less than the entirety of the Standard Course of Study curriculum for that course. The length of a credit recovery course shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time. The original record of the course being complete and failed will remain on the transcript. The student will receive a grade of pass or fail for each credit recovery course. The mark will not affect the student’s GPA. Please see your school counselor or school administrator to enroll. The enhanced credit recovery feature set should not be used with students interested in NCAA certification. NCAA requires students to complete all activities within a course, regardless of their ability to demonstrate mastery.

EARLY GRADUATION
Students interested in early graduation must meet with the school counselor and complete an application.

COLLEGE FOUNDATION OF NORTH CAROLINA
CFNC is an important resource available to all high school students and their parents. All North Carolina students, parents, and educators can utilize cfnc.org to gather information about career development, high school, and college planning. The program’s goal is to increase the number of students attending two-year and four-year colleges and universities in North Carolina. A special effort is being made to assist those parents who have never had a child attend post-secondary institutions. Electronic transcripts can be sent to colleges via the website. All high school students and their parents are encouraged to explore this great source of information at www.cfnc.org.

CPR GRADUATION REQUIREMENTS
All students earning a high school diploma must meet the CPR requirement for graduation.

- Transfer students must meet the requirement or have a letter verifying the CPR requirement from the previous school.
- EC, Section 504, and LEP students must meet the requirement. Alternative assessments and assessment with modifications are available.

You can view all the State Board policies concerning this requirement on the NC Healthful Living Wikispaces https://www.dpi.nc.gov/dis-tricts-schools/high-school-graduation-requirements.

DRIVER EDUCATION
Driver Education classes are offered at each high school after the school day or during the summer. Students must be 14½ years old in order to enroll in a Driver Education class. This course receives no high school credit. You may contact the NC Driving School at 704-922-1960 for additional information.

MAINTAINING A VALID NC DRIVER’S LICENSE
In order to maintain a valid North Carolina driver’s license, a student must pass three out of four courses each semester. Failure to meet the academic standard will result in the revocation of the student’s license. Furthermore, any student who is expelled or suspended for more than 10 consecutive days will lose his/her license for a period of one year or until a Driving Eligibility Certificate is obtained.
Percentage grades will be shown at report periods. Percentage grades convert to quality points and grades convert to letter grades as follows in the charts below:

### NINTH (9TH) GRADERS ENTERING 2015-2016

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular</th>
<th>Honors</th>
<th>AP</th>
<th>CCC*</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 90 = A</td>
<td>4.00</td>
<td>4.50</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>89 - 80 = B</td>
<td>3.00</td>
<td>3.50</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>79 - 70 = C</td>
<td>2.00</td>
<td>2.50</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>60 - 59 = D</td>
<td>1.00</td>
<td>1.50</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>≤ 59 = F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges.

### CLASS RANK

Class Rank is based on the weighted GPA and is calculated at the end of each semester. All students are included in the ranking. Class rankings are one method of measuring academic performance. The board also recognizes other means of evaluating student achievement, including grade point average, courses completed, rigorosity of curriculum, results of tests and assessments, and recommendation letters.

### LATIN HONORS

For students graduating during the 2019-2020 school year and beyond, the following distinctions will also be given:

1. Students with a 3.95 weighted grade point average shall receive the distinction of cum laude.
2. Students with a 4.25 weighted grade point average shall receive the distinction of magna cum laude.
3. Students with a 4.40 or high weighted grade point average shall receive the distinction of summa cum laude.

### HONOR ROLL

The honor roll is calculated at the end of each semester. Students must make all “A’s” to be on the “A” Honor Roll. Students must make all “A’s” and “B’s” to be on the “A-B” Honor Roll. High School honor roll is calculated at the end of each semester.

### REPORT CARDS

Report cards will be issued every 9 weeks. Progress reports will be issued to students during each 9 weeks. All final exams will count as 20% of the final grade.

### PROMOTION REQUIREMENTS

Grade 10: 6 Credits; Grade 11: 13 Credits; Grade 12: 20 Credits

### GRADE POINT AVERAGE

Grade Point Average (GPA) is computed at the end of each semester. Convert the final percentage grades (as shown on the above chart) in each course to its 4.0 equivalent including any additional QP’s for weighted classes such as Honors or AP Advanced Placement or college courses “dual enrollment”. Then total and divide by the number of courses taken. GPA is an important factor in the college and scholarship application process.

### STUDENT RANKINGS

Principals shall ensure that class ranking is computed in a fair and consistent manner as provided in State Board of Education Policy GRAD-009. The superintendent and principal shall ensure that students and parents receive adequate notice as to how class rank is calculated and shall provide written procedures on how students with equal grades, or grades that may be perceived as equal, will be treated. Nothing in this policy provides a student with any legal entitlement to a particular class rank or title.

Although the student grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized to resolve disputes formally, the board encourages parents, students and principals to reach a resolution informally on any matters related to class rank.

The student who has the highest weighted grade point average at the end of the senior year and who has been in membership in Lincoln County Schools for the last four semesters of the student’s high school career shall receive the designation of Valedictorian.

The student who has the second highest weighted grade point average at the end of the senior year and who has been in membership in Lincoln County Schools for the last four semesters of the student’s high school career shall receive the designation of Salutatorian.

For freshman entering 2018-2019 and beyond, there will be one valedictorian for each school. The valedictorian shall be the senior student with the highest weighted grade point average at the end of the fourth marking period of their senior year. In the event of a tie, the valedictorian will be determined by calculating student course final averages for courses which they received credit for on their transcript during the student’s freshman, sophomore, junior, and senior year. The salutatorian shall be the senior student with the second highest grade point average using the same determination.

### JUNIOR MARSHALS

Junior Marshals are the top 12 students from the junior class who have the highest weighted academic averages after the first semester of their junior year.

### DUAL ENROLLMENT (see page 43)

Students may earn credit for any high school course and meet graduation requirements using an appropriate college course or combination of college courses. Principals shall award dual credit according to the Career and College Promise program guidelines established by the Department of Public Instruction (DPI). For courses not addressed by DPI guidance, a principal may award dual credit for a college course if an evaluation of the course content against NC Standard Course of Study requirements demonstrates that the college course offers substantial coverage of the high school course standards.

College and university courses shall earn high school dual credit as specified below:

<table>
<thead>
<tr>
<th>High School Credits</th>
<th>Semester Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1.2***</td>
</tr>
<tr>
<td>1</td>
<td>3.4***</td>
</tr>
<tr>
<td>2</td>
<td>5.8***</td>
</tr>
<tr>
<td>3</td>
<td>9 or more***</td>
</tr>
</tbody>
</table>

*** For college courses having an associated lab component (such as math or foreign language lab), the combination of the course and the lab count as a single course and earn one credit only.

*** These occur only in certain Career and Technical Education courses.

### HOME BASE POWERSCHOOL PARENT PORTAL

The Home Base PowerSchool Parent Portal is a convenient internet-based program that makes it easy for parents to monitor and track their child’s academic progress. Parents have access to attendance, schedules, grades and other important information. There is no cost to use PowerSchool, but a computer with Internet access is needed to access the website. If the Internet is not available in the home, parents may access the Parent Portal using computers available at public library branches. Lincoln County Schools (LCS) has other support documentation for parents available on the LCS website. Other information about Home Base and PowerSchool can be found on the North Carolina Department of Public Instruction website at https://www.dpi.nc.gov/educators/home-base
Lincoln County Schools offers a variety of online courses for students to participate in through a virtual learning experience. The strategic goal for Lincoln County Schools is to allow every high school student an opportunity to participate in at least one online course before graduation. Online course enrollment is reserved for the following situations:

1. Courses not currently offered due to student interest or teacher availability
2. Scheduling conflicts for an individual student
3. Meeting the academic need(s) of transferring students
4. Helping students graduate with their cohort class
5. Students who would like to earn college credit while still in high school

Freshmen and Sophomores who elect to take online courses will be required to take online courses as one of their four assigned courses during the school day. Juniors and Seniors may elect to take these online courses on or off campus with parent and principal approval.

To enroll in an online course, students may be required to complete a screening form that assesses the student’s potential for success in an online course. This process will be completed with the school counselor or school online facilitator prior to placement in an online course.

Online learners need to be motivated, dedicated, organized, and determined in their courses. Students will need to have basic computer skills, and are expected to be able to:

- Open files in standard formats (e.g., MS Office documents, PDFs, and images)
- Create, save, organize, and maintain digital files
- Interact with the learning management system (LMS) - Canvas
- Communicate electronically, and have
- Knowledge of web browsing and searching

**Lincoln County Schools Online Opportunities**

**Lincoln County Schools Online Academy**
LCS Online Academy courses are developed and taught by Lincoln County Schools’ teachers. Students are able to take a variety of elective courses in our online learning platform, Canvas. Students have the advantage of support and assistance by teachers from LCS. Only available to Juniors and Seniors.

**Career and College Promise (CCP)**
CCP is a state-funded program that allows LCS students to earn college credit while enrolled in high school. Gaston College, our local partner, provides online and face-to-face courses for students who qualify. See the Gaston College website [www.gaston.edu](http://www.gaston.edu) for more information. Only available to Juniors and Seniors.

**North Carolina School of Science & Math (NCSSM)**
All NCSSM courses are designed to provide high school students with academic potential a transition into the college learning environment. The NCSSM online program courses are created and taught by the faculty of North Carolina School of Science and Mathematics. Students must complete the NCSSM application process to be eligible for these courses. For additional information visit the NCSSM website [https://www.ncssm.edu/](https://www.ncssm.edu/).

**North Carolina Virtual Public School (NCVPS)**
NCVPS is an online learning program offered by the state of North Carolina. NCVPS has teachers throughout North Carolina create and teach these courses through an online platform. Student opportunities for online courses through NCVPS will be granted on a limited basis.

**APEX**
Apex is an online web-based program available to students in need of credit recovery courses. Students may work in APEX outside of school but tests or quizzes should be taken at school. Credit earned through APEX courses will not replace or change a student’s initial course grade.
ADVANCED PLACEMENT (AP) PROGRAM
Lincoln County Schools offers a number of Advanced Placement courses. The Advanced Placement (AP) Program is a cooperative venture between high schools and colleges/universities that provides opportunities for high school students to take college-level work during high school. AP courses provide two distinct advantages to students:

1. A student whose transcript shows AP courses may receive higher consideration for admission from colleges and universities;
2. A student scoring a three or higher on the AP examination may be given college or university credit and/or placement, thus enabling him/her to save tuition and, perhaps, graduate early from college. Standards vary; therefore, students should consult college catalogs to determine the test grade required to receive credit at particular institutions.

COURSE EXPECTATIONS
Students are encouraged to take the most rigorous courses offered in preparation for AP courses. These courses are designed for students who are willing to dedicate significant time outside of class to be successful at a high level. AP courses require significantly more homework, writing, reading, and research than honors or standard-level courses. Students must meet prerequisites required for each AP course.

AP EXAMS
AP exams, which are administered in May, are required for those students who are enrolled in Advanced Placement courses. Substantial college or university credit may be earned by taking the AP exam and attaining the scores required by a given college or university. Students should consult their selected college or university for specific information.

AP Exam fees for North Carolina students enrolled in AP courses in high school are limited. A $40 AP Exam fee will only apply for late registration and not taking an exam that has been ordered. The AP exams are also open to students who are not enrolled in AP courses; however, students will not receive high school credit for a passing score on the tests and must pay the fee required by the College Board.

AP SCHOLAR AWARDS
The AP Program offers several Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. This achievement is acknowledged by an awards certificate and is noted on any grade report that is sent to colleges the following fall. The award levels are as follows:

AP SCHOLAR
Granted to students who receive a grade of 3 or higher on three or more AP exams on full-year courses (or the equivalent).

AP SCHOLAR WITH HONOR
Granted to students who receive an average grade of at least 3.25 on all AP exams taken, and grades of 3 or higher on four or more of these exams on full-year courses (or the equivalent).

AP SCHOLAR WITH DISTINCTION
Granted to students who receive an average grade of at least 3.5 on all AP exams taken and grades of 3 or higher on five or more of these exams on full-year courses (or the equivalent).

AP STATE SCHOLAR
Granted to the one female and one male student in each state and the District of Columbia with the highest average grade (at least 3.5) on all AP exams taken and grades of 3 or higher on the greatest number of exams. The minimum requirement is a grade of 3 or higher on three exams on full-year courses (or the equivalent).

NATIONAL AP SCHOLAR
Granted to students in the United States who receive an average grade of at least 4 on all AP exams taken and grades of 4 or higher on eight or more of these exams on full-year courses (or the equivalent).

*Resource: [www.collegeboard.org](http://www.collegeboard.org)
**TESTING INFORMATION**

**END-OF-COURSE EXAMS (EOC)**
These tests are required by the state in specified courses. The End-of-Course test counts as 20 percent of the student’s final grade in the course.

**CAREER AND TECHNICAL EXAMS**
The Career and Technical Education mandates testing in all classes. Students are required to take the test which is administered as a final exam and counts as 20 percent of the student’s final grade. Students must take the appropriate exams in order to receive credit for the course.

**ADVANCED PLACEMENT EXAM (AP)**
AP exams are administered in May. Substantial college credit may be earned by attaining the scores required by a given college. Students should consult their selected college or university for specific information.

**PreACT TEST**
This assessment helps students measure their current academic development, explore career/training options, and make plans for post-graduation years. This test is given at no charge to sophomores in North Carolina and helps prepare students for the ACT College Admission Test. More information is available at [www.act.org/preact](http://www.act.org/preact).

**ACT COLLEGE ADMISSION ASSESSMENT**
The ACT assessment is a college admissions test which measures skills in English, mathematics, reading and science. The writing test measures skill in planning and writing a short essay. The test is given at no charge to all juniors in North Carolina during the spring. Students may take the ACT multiple times but a test fee will be charged when taken at times other than the school-wide administration for juniors.

**PRELIMINARY SCHOLASTIC ASSESSMENT TEST NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/ NMSQT)**
The PSAT provides valuable testing practice for the SAT I and specific feedback on test results. It is also the qualifying test taken by students in their junior year for the National Merit Scholarship and the National Achievement Scholarship Programs. College-bound freshmen, sophomores, and juniors must pre-register with their guidance counselor to take the PSAT which is administered in October. There is no limit on how many years a student may take this test. A test fee is required. [www.collegeboard.org](http://www.collegeboard.org).

**SAT REASONING TEST**
The SAT a college admission test that measures three sets of skills - critical reading, mathematical problem-solving, and writing. Students should check with the college or university to determine if the SAT is required. Information about the SAT is available through the counseling office or online at [www.collegeboard.org](http://www.collegeboard.org). A test fee is required.

**WORKKEYS TEST**
WorkKeys is a job skills assessment system designed by the American College Testing (ACT) Program that helps employers select, hire, train, develop, and retain a high performance work force. Seniors who complete a CTE Pathway Concentrator course participate in the WorkKeys assessment. Eligible students may earn a National Career Readiness Certificate.

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**ATHLETICS**

Interscholastic athletics is an integral part of the total education process and thus plays a major role in the philosophy of Lincoln County Schools. Athletics provide an opportunity for students to excel outside the classroom. Lincoln County Schools adheres to the rules and regulations of the North Carolina High School Athletic Association (NCHSAA) supplemented by state and county rules that creates an environment that promotes sportsmanship and strong educational priorities.

**ATTENDANCE RULE**
A player must have been in attendance for at least 85% of the previous semester. At the end of each semester, any participant who has failed to attend school 85% of that semester is immediately ineligible. A player must, at the time of any game in which he or she participates, be in school the day of the contest.

**TRANSFER RULE**
Athletic eligibility requirements for students who transfer to Lincoln County Schools is covered in School Board Policy #4151.

**DISCIPLINE RULE**
Any student suspended for violation of school rules will not be able to participate in practice or competition during the period of suspension. The student may also be subject to additional discipline or removal from the athletic team.

**SCHOLASTIC REQUIREMENTS**
A student must pass three out of four courses each semester to be eligible to participate in athletics. Students must also meet local promotion standards set by Lincoln County Schools to be eligible. A student entering the ninth grade is eligible for the first semester competition on high school athletic teams.

**MEDICAL EXAMINATION**
In order to be eligible for practice and participation in interscholastic athletic contests, a player must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner or physician’s assistant.

**AGE OF PLAYER**
No student may be approved for any athletic contest if his/her 19th birthday comes on or before August 31 of that year.
NCAA Division I Academic Requirements

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

Full Qualifier

• Complete 16 core courses.
  • Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  • Seven of the 10 core courses must be in English, math or science.
  • Earn a core-course GPA of at least 2.300.
  • Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale.
  • Graduate high school.

Academic Redshirt

• Complete 16 core courses.
  • Earn a core-course GPA of at least 2.000.
  • Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale.
  • Graduate high school.

Division II Academic Requirements

College-bound student-athletes first enrolling at an NCAA Division II school on or after August 1, 2018 need to meet new academic rules to practice, compete and receive athletic scholarships during their first year.

Full Qualifier

• Complete 16 core courses.
  • Earn a core-course GPA of at least 2.200.
  • Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale.
  • Graduate high school.

Partial Qualifier

• Complete 16 core courses.
  • Earn a core-course GPA of at least 2.000.
  • Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale.
  • Graduate high school.

Division I

Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab, if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language, or comparative religion/philosophy)

Division II

Core-Course Requirement (16)

- 3 years of English
- 2 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab science, if offered)
- 3 years of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion or philosophy)
**THE PRESIDENT’S AWARD FOR EDUCATIONAL EXCELLENCE**

The minimum criteria for the President’s Award for Educational Excellence are listed below. Students will be recognized at the Academic Awards Ceremony and at graduation. A student must attain an “A” average or equivalent accumulated during grades 9, 10, 11, and the first semester of grade 12. The “A” average is defined as equivalent to 3.5 on a 4-point scale. Students must have received a score in the 11th or 12th grade placing them at or above the 85th percentile on any nationally recognized standardized achievement test battery or any nationally standardized college admissions examination such as the SAT Reasoning Test.

**ACADEMIC HONORS**

**BETA CLUB**
The purpose of this organization is to promote the ideals of honesty, service, leadership, and academic achievement, and to encourage and assist students in continuing their education after high school. The qualifications for membership are based on GPA, service to the community, teacher recommendation, and the constitutional requirements of worthy character, good mentality, creditable achievement, and commendable attitude. Eligible students will be informed of their candidacy and will be inducted into the Beta Club during a ceremony in the fall. The following requirements must be met before a student will be considered for candidacy:

- Minimum weighted GPA of 3.85
- Service to the community
- Faculty recommendation

**NATIONAL HONOR SOCIETY**
Students must be in the second semester of their junior or senior year and have a minimum cumulative GPA of 4.20 to be considered for National Honor Society membership. In addition, students should have taken at least two honors courses during their 9th and 10th grade years and be enrolled in two honors courses their junior year. Students meeting these requirements must complete a Student Activity Form which details their involvement in high school activities, community and church activities, work experience, leadership positions and honors and awards. Next, students will be evaluated by faculty members in the areas of character, service, and leadership. After the NHS advisor compiles all the data, the National Honor Society Faculty Council will use the NHS constitution’s requirements to make the final selections. Students will only be considered for membership one time during their high school career. Criteria for candidacy may vary by school; consult your NHS Advisor.

**NATIONAL TECHNICAL HONOR SOCIETY**
The purpose of the National Technical Honor Society is to promote service, leadership, honesty, career development and skilled workmanship; to reward student education and career goal setting; to promote a stronger linkage between local career and technical education in America. Students must be of good character, display creditable achievement, possess/demonstrate leadership qualities, and should belong to their career and technical student organization. The set standards must be maintained or membership may be forfeited. The following requirements must be met before a student will be considered for candidacy:

- Weighted GPA 3.50
- Career and Technical teacher recommendation in junior or senior year
- Highest standard of personal and professional conduct according to the NTHS by-laws
- Must have completed or be currently enrolled in two CTE classes.

**KITTY HAWK AIR SOCIETY**
The Kitty Hawk Air Society (KHAS) is the academic honor society of AFJROTC and membership is limited to no more than 20% of the cadet corps. To be eligible, cadets must have outstanding behavior, a minimum academic average of “90%” in AFROTC, an overall unweighted grade point average (GPA) of 3.0, and have demonstrated dedication to AFROTC. Candidates are required to participate in AFJROTC school or community service project and complete 4 hours of volunteer service at home, for a teacher/coach or in the community before being inducted as a member.

**TRI-M MUSIC HONOR SOCIETY**
The purpose of the TRI-M Music Honor Society is to inspire music participation, create enthusiasm for scholarship, stimulate a desire to render service, and promote leadership in music students. Candidates are selected from school music students that exhibit exceptional scholarship, leadership, service, and character. Candidates must be in grades 10-12, have been enrolled in a school-sponsored music ensemble for at least one semester of the current school year, and maintain a 3.5 overall GPA for induction and continued participation.
AIG MISSION STATEMENT
Lincoln County Schools is committed to the development of lifelong learners, innovative problem-solvers, and responsible contributing citizens in a global society. Among our students are those who exhibit high academic performance, or who possess exceptional potential for outstanding achievement and leadership, as stated in the North Carolina definition of giftedness. Because we believe giftedness is developed through intellectual challenge, we strive to nurture exceptional capabilities through academic rigor, leadership development, and service opportunities. Lincoln County Schools will deliver a model of differentiated services that enhance and extend the regular education program for academically and intellectually gifted students from all racial, cultural, and economic backgrounds.

AIG STATE DEFINITION
North Carolina General Statue
N.C. G.S 115-C150.5-.8 (Article 9B)
Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. AIG students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

IDENTIFICATION PROCESS
Most students are nominated for consideration in the AIG program by their teachers, but parents may also request their child be screened by contacting their child’s teacher, the principal, or the school’s AIG teacher. Once a child has been referred and with parent permission, the AIG teacher will gather data as outlined in the county’s identification criteria including, but not limited to, aptitude or achievement tests, classroom grades, and observational survey data. Additional testing may be required. Referral for the AIG program does not ensure testing, identification, and/or placement in the AIG program. A transfer student from outside the district, who is already identified as gifted, will be accepted into the AIG program in Lincoln County. The level of service will be determined by Lincoln County’s local criteria.

ACADEMICALLY AND INTELLECTUALLY GIFTED SERVICE DELIVERY
If identified, students are placed in the service option most appropriate for their grade level and placement criteria.

Grades 9 - 12
• Honors Courses
• Advanced Placement Courses
• Career and College Promise Courses
  (in partnership with the community college system)
• Afternoon College (in partnership with the community college system)
• North Carolina School of Science and Math
• Credit by Demonstrated Mastery
• High School Planning/Differentiated Education Planning

The Governor’s School of North Carolina is the oldest statewide summer residential program for gifted and talented high school students in the nation. The program, which is open to rising seniors only, with exceptions made for rising juniors in selected performing/visual arts areas, is located on two campuses: Governor’s School West at High Point University in High Point and Governor’s School East at Meredith College in Raleigh. Governor’s School West began in 1963 and Governor’s School East began in 1978. The program is administered by the Public Schools of North Carolina, State Board of Education, Department of Public Instruction through the Exceptional Children Division. A Board of Governors, appointed by the State Board of Education, acts as an advisory body. Information and applications are available in September and final applications must be submitted to the High School Director’s office in early November. Please see your counselor for specific dates. Additional information is available at www.ncgovschool.org.

Summer Ventures in Science and Mathematics is a no-cost, state-funded program for academically talented North Carolina students who aspire to careers in science, technology, engineering, and mathematics. As a rising high school junior or senior, you live on a college campus for four weeks in the summer and conduct research around topics of your interest — while enjoying the company of like-minded peers. Applications are due in January. Additional information is available at https://www.ncssm.edu/summer-programs
CREDIT BY DEMONSTRATED MASTERY

What is CDM?
In 2013, GCS-M-001 Policy Defining "Course for Credit," was approved by the State Board of Education (SBE). Within this policy are guidelines for offering Credit by Demonstrated Mastery (CDM) to North Carolina (NC) students. CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat-time. The CDM process is open to all NC public school students in grades 9-12 in high school courses and grades 6-8 for high school courses offered in middle school.

State Board of Education Policy

CDM Eligibility
(GCS-M-001.13) passed in October 2013
ALL students for high school courses in grades 6-12

NCAA - Athletes
According to the NCAA, students’ primary consideration with respect to earning credit by demonstrated mastery is maintaining eligibility, if they wish to participate in NCAA athletics. Please note that, because North Carolina’s current CDM procedures do not assign a final letter grade, CDM courses would not be used in the initial eligibility process. Students would still be required to satisfy NCAA division-specific core course distribution requirements.

How is CDM credit indicated on a student’s transcript?
1. CDM courses do not earn grades or quality points towards GPA
2. CDM is available for standard-level high school courses, but NOT Honors
   Credit is indicated as “CDM” on a student’s transcript.

Is CDM applicable to all courses?
NO, the following courses are excluded:
1. CTE work-based courses (internships, apprenticeships, and co-ops)
2. CTE courses that have a clinical setting as a requirement
3. CTE Advanced Studies courses
4. English Language Learner (ELL) courses
5. Healthful Living required courses
6. AP courses

How do students apply for CDM?
Students may apply for CDM for a course by following these steps:
1. Complete a CDM Application in full and return by the determined deadline: June 30th, August 31st, and January 31st. Testing windows are open July, September, and February.
2. Agree, as part of the application, that any student who passes the Phase I assessment commits to fulfill all Phase II artifact requirements.
3. Meet with a school counselor to ensure understanding of the process and implications of further coursework, if a student is successful at CDM.
4. Applications, timelines and other forms can be found on the www.lcsnc.org website.

How will students demonstrate mastery in the CDM process?
Students must successfully complete both Phase I and Phase II of the CDM process to receive credit for a high school course. A student will only progress to Phase II if they obtain the appropriate minimum score on the Phase I assessment. Students and families will be notified if they met expectations for both Phase I and II, resulting in course credit being awarded. An appeals process will be in place for students who are not awarded credit and wish to challenge the decision. The phases are explained as follows:

Phase I
Students complete a standard examination of the assessment required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable:
- End-of-Course (EOC)
- Career and Technical Education (CTE) Post-Assessment
- Locally developed final exam

RETESTING IS NOT PERMITTED
For courses with State assessments, students must achieve a Level V superior scale score to qualify for Phase II.
For CTE courses, students must achieve a scale score of 90 to qualify for Phase II.
For Non-EOC courses, students must achieve a 90% or higher on the local exam to qualify for Phase II.

Phase II
Student completes the artifact development process and any other criteria a local school district requires to demonstrate deep understanding and application of course content.

Credit is indicated on a transcript as “CDM”.

What are the long-term considerations of CDM?
The intent of the CDM process is to provide subject acceleration for students who have already mastered the content standards for a particular course. However, it is important to keep in mind how obtaining CDM credit will impact the student’s course of study for the remainder of high school. Students will want to work with counselors to select additional advanced level courses (AP or CCP) to fit their needs if CDM credit is awarded.

FOR MORE INFORMATION, please visit the CDM website at: www.lcsnc.org

CONTACT COUNSELORS AT THESE SCHOOLS:
ASBURY ACADEMY
EAST LINCOLN HIGH
EAST LINCOLN MIDDLE
LINCOLNTON HIGH
LINCOLNTON MIDDLE
NORTH LINCOLN HIGH
NORTH LINCOLN MIDDLE
LINCOLN COUNTY SCHOOL OF TECHNOLOGY
WEST LINCOLN HIGH
WEST LINCOLN MIDDLE

The State Board of Education has stated, “A great public education system is one that is ambitious and prepares all students for postsecondary education, careers, citizenship, and lifelong learning. It sets high standards and fosters the critical thinking and other skills needed in today’s global economy.”
NCSSM offers admissions-based programs that offer you resources to pursue or discover your interests in science and mathematics.

Choose the program that is right for you, NCSSM’s two-year Residential Program or two-year Online Program for talented juniors and seniors.

Personalize your high school schedule. You can dual enroll in NCSSM advanced courses with your local school or enroll in courses outside of school.

Collaborate over two years with expert faculty and a cohort of top juniors and seniors across North Carolina representative of diverse regions, cultures, religions, and lifestyles.

Connect online and in person, through orientation, clubs, weekly web-conferences, weekend visits, and opportunities that bring online and residential students together.

Accelerate in over 30 specialized, rigorous courses that allow you to conduct research, solve problems, communicate effectively, and create original works.

Discover yourself and your abilities to build your work ethic, initiative and responsibility to further your academic goals towards college.

The program is offered tuition-free, and required textbooks are provided for semester courses. You must apply directly to the NCSSM Online program.

**WHO SHOULD APPLY?**
NCSSM is looking for talented students that want to link together with top students around the state and immerse themselves in academic opportunities unavailable at most schools.

**ADMISSIONS**
All applications are reviewed by the NCSSM Admissions Selection Committee. Application is open to public, independent, private, charter and home schools.
Requirements include:
- Sophomore standing at time of application.
- January 15 application deadline.
- Your parent/guardian meets North Carolina residency requirements.
- A home computer and access to a reliable high-speed internet connection in the evening.

**ACADEMICS**
NCSSM courses are a hybrid of independent online instruction, weekly evening live web-conferencing with your teacher and classmates, and collaborative work. Online courses are created and taught by NCSSM faculty.

**SUMMER OPTIONS**
Online students can receive a full award into our Summer Accelerator program offering specialized courses with online coursework and a week-long campus stay, competitively apply for NCSSM’s Summer Research Internship program, and work with a mentor or in a research setting near NCSSM (housing provided), or be invited into our week-long Summer Leadership and Research Program.

**COLLABORATION**
New students attend our summer residential orientation on-campus focused on community and goal setting and complete an online tech and information sources course. Students can form clubs and are represented in NCSSM student government. Most courses require one or more on-campus Saturday sessions each semester to develop team projects or complete labs or field trips. If you live outside the Piedmont, you can stay overnight on campus on a first come, first served basis.

**CONCENTRATIONS**
You can take a sequence of courses towards a concentration, noted on your transcript and completion certificate. If you complete the program requirements, you will receive a program Chancellor’s medallion and attend a recognition ceremony wearing the gown of your local school.

**CREDIT/DUAL ENROLLMENT**
NCSSM Online is supplemental; you continue to attend your local school. All students receive a NCSSM transcript. Public school (PowerSchool) codes are assigned to NCSSM Online courses for seamless dual enrollment. An NCSSM Online Learning Specialist assists you with academic support.

**GPA/WEIGHTING**
NCSSM Transcript will show the NCSSM quality point system; if dual enrolled, the course uses the grading scale of the local school. Dual enrolled courses are honors weighted; AP weighted for AP courses.

**GRADERS**
Courses have individual grading scales; a D is the lowest grade issued on the NCSSM transcript. If dual enrolled, we provide a converted public school scale grade/number on the A-F scale.

**COURSES**
Courses, concentrations, summer options, and more information is available on the NCSSM website: [https://www.ncssm.edu](https://www.ncssm.edu).
Registration for IVC (Interactive Video Conferencing) courses are open in late January on a first come, first served basis.
Each high school course is listed by title on the following pages. Course recommendations are identified to ensure student success. The school site is identified if a course is taught at a specific school and not offered at others. Course selections should be made carefully. It is the responsibility of students and parents to make sure the correct courses and the correct number of credits are earned for high school graduation. If unsure, please see a high school counselor for assistance. Course offerings for Lincoln County Schools are arranged alphabetically within each subject area.

**REGULAR**
Course content, pace, academic and technical rigor follow standards specified by the North Carolina Department of Public Instruction with occasional content enrichment where appropriate. Standard version courses provide credit toward a high school diploma and may require an End-of-Course test, or Career and Technical Education (CTE) post-assessment test.

**HONORS**
Honors courses add one-half quality point for students to a passing grade when computing grade point averages. Students enrolling in honors-level courses should have a minimum of a “B” average in the prerequisite honors courses or an “A” average in the prerequisite regular course. This recommendation will be reviewed and monitored through the Teacher/Counselor Consultation process.

Course content, pace, academic and technical rigor surpasses standards as specified by the North Carolina Department of Public Instruction. Honors courses are designed for students who have demonstrated an advanced level of interest, learning, and achievement in a given subject area. Honors-level work is challenging and puts high expectations and more demands on students. Honors courses provide credit toward a high school diploma and may require an End-of-Course test, or Career and Technical Education (CTE) post-assessment test or certification test.

**ADVANCED PLACEMENT**
Advanced Placement courses add one quality point for students to a passing grade when computing grade point averages. Students enrolling in advanced-level courses should have a minimum of a “B” average in the prerequisite honors course or at least a “A” average in the prerequisite regular course. This recommendation will be reviewed and monitored through the Teacher/Counselor Consultation process. This course is equivalent to college-level work and is geared to enable students to pass the AP exam for college credit. Students should check with individual colleges of interest for more information as institutions have different guidelines for awarding credit.

**PROJECT LEAD THE WAY**
Project Lead the Way courses add one quality point for students to a passing grade when computing grade point averages.

**CAREER & COLLEGE PROMISE/DUAL ENROLLMENT**
The Career and College Promise program provides opportunities for eligible juniors and seniors to complete college credit offered through the North Carolina Community College System while enrolled in high school. College transfer courses add one quality point to a passing grade when computing grade point averages. Although tuition is waived, students will need to purchase textbooks and pay fees for the courses they take. Interested students should see a high school counselor or Career Development Coordinator for eligibility information. Grades obtained through CCP courses will be added to the student’s high school transcript.
This course is taught at the college level and requires college-level commitment by the student. It offers an opportunity for students to study language and composition comprehensively and analytically. The course will include intensive analysis of nonfiction and a study of writing methods, style, and technique with special emphasis on expository, analytical, and argumentative writing. Texts for study and analysis include historical documents, essays, speeches, articles, letters, and visual texts. Students learn techniques of effective claims and evidence for argument and persuasion, as well as the rhetorical techniques that make writing effective in various modes of discourse. The study of writing techniques will enhance and prepare students for the rigors of the SAT writing assessment and college English courses.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION
(This course counts as English IV credit)
PREREQUISITE: English III Honors or AP English Language & Composition
RECOMMENDED: Teacher/Counselor Consultation
This course is taught at the college level and requires college-level commitment by the student. AP Literature and Composition students develop skills for the understanding, analysis, and appreciation of complex literary works. Structure, theme, and style in literature, sophisticated literary vocabulary, and advanced writing skills are the core elements of the course. Students may be required to complete summer reading.

CRITICAL ANALYSIS OF FILM
PREREQUISITE: English I
This class is designed for students, especially the visual learner, to gain an understanding of what goes into making a movie. The class will focus on different aspects, such as camera angles, different types of shots, director's intentions, lighting, sound/music, as well as any of the elements also found in narrative text. The class will also give students an opportunity to discuss and write about films including movie reviews, comparisons to other similar non-print media, in-depth look at multiple genres, and a comparison of books to their film counterparts. Students will also have an opportunity to use technology to produce their own mini movies with similar themes/motifs and engage in creatively writing movie scripts.

ENGLISH I
This course includes comprehension and interpretation of various literary genres and terms. Proofing and editing skills are taught through creative and expository writing. Grammar and language usage are taught in context.

ENGLISH I HONORS
RECOMMENDED: Teacher/Counselor Consultation
This course includes comprehension and interpretation of various literary genres and terms. Proofing and editing skills are taught through creative and expository writing. Grammar and language usage are taught in context. Additional reading, including summer reading, a research project and vocabulary studies are required for the honors student.

ENGLISH II
PREREQUISITE: English I
This course includes comprehension and interpretation of various literary genres and terms using the study of world literature and cultures. Written, oral, analytical, and creative responses to literary and informational selections are required. Grammar is taught through the writing process. Writing and vocabulary study are important parts of the course. Students will take the NC End-of-Course test which counts as 20% of the course grade.

ENGLISH II HONORS
PREREQUISITE: English I
RECOMMENDED: Teacher/Counselor Consultation
This course includes comprehension and interpretation of various literary genres and terms using the study of world literature and cultures. Written, oral, critical, and creative responses to literary and informational selections are required. Grammar is taught through the writing process. Additional reading, a research project, and vocabulary studies are required for the honors student. Students will take the NC End-of-Course test which counts as 20% of the course grade.

ENGLISH III
PREREQUISITE: English II
This course is a survey of United States literature and culture including recognition and understanding of various literary genres and terms. Written, oral, critical, and creative responses to literary and non-fiction selections are required. The study of grammar is taught through the writing process. Vocabulary study is an important part of the course.

ENGLISH III HONORS
PREREQUISITE: English II
RECOMMENDED: Teacher/Counselor Consultation
This course is a survey of United States literature and culture including recognition and understanding of various literary genres and terms. Written, oral, critical, and creative responses to literary and non-fiction selections are required. The study of grammar is taught through the writing process. Additional reading, a research project, and vocabulary studies are required for the honors student.

ENGLISH IV
PREREQUISITE: English III
This course is a thorough survey of British literature and culture along with recognition and understanding of various literary genres and terms. Written, oral, critical, and creative responses to literary selections are required. The writing process is taught with an emphasis on clarity, effectiveness, and variety. Vocabulary study is an important part of the course. A research project is required.

ENGLISH IV HONORS
PREREQUISITE: English III
RECOMMENDED: Teacher/Counselor Consultation
This course is a thorough survey of British literature and culture along with recognition and understanding of various literary genres and terms. Written, oral, critical, and creative responses to literary selections are required. The writing process is taught with an emphasis on clarity, effectiveness, and variety. Additional reading, a research project, and vocabulary studies are required for the honors student.

ENGLISH AS A SECOND LANGUAGE (BEGINNER LEVEL)
English as a Second Language is designed for the non-novice English speaker. This class teaches basic and academic reading, writing, speaking, and listening skills in English. With a variety of group and individual project work, this class assists students in their transition to an English-based curriculum.

ENGLISH AS A SECOND LANGUAGE (INTERMEDIATE LEVEL)
PREREQUISITE: ESL-Beginner level
English as a Second Language is designed to strengthen the academic skills of the limited English speaker. This class is a transition class with a strong focus on reading and writing in English to better prepare students for the mainstream curriculum.

FOUNDATIONS OF READING
RECOMMENDED: Teacher/Counselor Consultation
This course is designed for students to complete an in-depth study of the fundamental principles and strategies in reading, writing, and grammar. A foundational for skills will be developed to enable students to be more successful within their core English courses. Students will read from a variety of material and vocabulary study will be stressed.

JOURNALISM I - YEARBOOK
RECOMMENDED: Acceptance into this course will be based on an application process.
Students will learn about producing a newspaper. Students will learn about writing, editing, layout and design. Through working in small groups, students will develop collaboration and communication skills. The teacher has the option of using available technology to produce other types of media. Acceptance based on an application process.

JOURNALISM II - YEARBOOK
RECOMMENDED: Teacher/Counselor Consultation
This course teaches the fundamentals of producing a high school yearbook. Students will plan, design, and publish the school yearbook using computerized technology. Student responsibilities include making business contacts for advertising sales, interviewing and photographing students and teams, completing computerized layouts, and completing assignments for deadlines.
The course may involve some after school work. Acceptance based on an application process.

**JOURNALISM III HONORS - YEARBOOK**  
**PREREQUISITE:** Journalism II  
**RECOMMENDED:** Teacher/Counselor Consultation  
This second–level yearbook journalism course would require students to take on a leadership role in the yearbook process. Students would act as editors, business managers, marketing managers, public speakers, and graphic designers. Students will run the business of yearbook and experience project-based learning at its best. Acceptance based on an application process.

**MYTHOLOGY**  
**PREREQUISITE:** English II  
This course surveys myths from various cultures, with the focus on Greek mythology. Analysis and appreciation of these myths include an understanding of the behavior of gods and mortals, themes, cultural issues, and mythology’s importance in modern life.

**PUBLIC SPEAKING/DEBATE**  
**PREREQUISITE:** English I  
This course will focus on improving the students’ presentational skills. It will be mandatory that students prepare and deliver speeches as well as develop skills in research, analysis and reasoning as they participate in actual debates.

**SHORT STORIES/CREATIVE WRITING**  
This course is designed to increase understanding and enjoyment of the short story as a literary form, entertainment, and as a reflection of life. The written course includes the reading and analysis of short stories by a wide range of authors. Creative writing is interspersed throughout the course and other genres are used to relate literature to life.

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**FINES ARTS**

The State Board of Education approved policy revisions for Arts Education courses at its March 2012 board meeting. The revisions allow courses meeting the standards for proficient and advanced levels in music, theatre arts, and visual arts to receive weighted honors credit beginning in the 2012-2013 school year. As a result, students who meet the recommendations for proficient and advanced level courses will receive honors credit. Students demonstrating mastery of the Elements of Art and the Principles of Design in a wide range of mediums may be eligible to enroll in Proficient level. Proof of mastery may be based on portfolio review and/or teacher recommendation.

**ART**  
**ADVANCED PLACEMENT STUDIO ART**  
**ELHS, NLHS**  
**DRAWING PORTFOLIO**  
**2-D DESIGN PORTFOLIO**  
**3-D DESIGN PORTFOLIO**  
**RECOMMENDED:** Minimum of 2 semesters of Art and Teacher recommendation  

The AP Studio Art class is designed for students who are seriously interested in the practical experience of art. This AP course addresses three major concerns that are constants of the teaching of art: sense of quality in student’s work, the student’s concentration on a particular visual interest or problem, and the student’s need for breadth of experiences in the formal, technical, and expressive means of the artist. Students enlist in one of three portfolio structures: Drawing Portfolio, 2-D Design Portfolio, or 3-D Design Portfolio. The AP Studio Art exam is a performance-based exam. Each student develops and submits a portfolio that serves as a direct demonstration of achievement. Students are required to submit a portfolio.

**VISUAL ARTS (BEGINNING)**  
This course covers the basic elements of art such as line, texture, color, shape and form. Advanced activities in composition, printmaking, drawing, painting, and ceramics may be included.

**VISUAL ARTS (INTERMEDIATE)**  
**PREREQUISITE:** Visual Arts (Beginning)  
**RECOMMENDED:** Teacher/Counselor Consultation  
This course emphasizes the elements of art and principles of design. Students will deepen their study of drawing and explore a variety of techniques such as painting, sculpture, and printmaking.

**VISUAL ARTS (PROFICIENT) HONORS**  
**RECOMMENDED:** Teacher/Counselor Consultation  
This is an advanced level course and involves more in-depth knowledge of art processes, media, and history. Time will be provided for individual student projects as students will begin to assemble a portfolio of their own work. Students demonstrating mastery of the Elements of Art and the Principles of Design in a wide range of mediums may be eligible to enroll in Advanced level. Proof of mastery may be based on portfolio review and or teacher recommendation.

**VISUAL ARTS (ADVANCED) HONORS**  
**RECOMMENDED:** Teacher/Counselor Consultation  
Students will develop, clarify, and apply their philosophy of art and art making through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is required.

**VISUAL ARTS SPECIALIZATION CERAMICS (INTERMEDIATE)**  
**PREREQUISITE:** Visual Arts (Beginning)  
Ceramics is an introduction to basic hand building techniques, wheel throwing, glazing, and firing. Cultural and historical perspectives of the medium will be included.

**VISUAL ARTS SPECIALIZATION GRAPHIC DESIGN (INTERMEDIATE)**  
**PREREQUISITE:** Visual Arts (Beginning)  
This course will incorporate desktop publishing, with the primary focus being on graphic arts and design. Students will master programs such as PageMaker, Illustrator, and Photoshop. The course will be beneficial for the student who wishes to take Journalism–Newspaper or Yearbook. The skills gained in the course will provide students with marketable skills in various publishing careers.

**VISUAL ARTS SPECIALIZATION PAINTING (INTERMEDIATE)**  
**PREREQUISITE:** Visual Arts (Beginning)  

This introductory course explores painting in wet media. Processes such as transparent and opaque painting in acrylic, oil, watercolor and other media will be explored focusing on the operations of color.

**VISUAL ARTS SPECIALIZATION SCULPTURE (INTERMEDIATE)**  
**PREREQUISITE:** Visual Arts (Beginning)  
This introductory course explores three-dimensional concepts, formal elements, and techniques with an emphasis on personal expression. It also develops an awareness of sculptural expression in the 20th and 21st centuries. Primary assignments will involve the use of armature, found objects, and mixed media.

**VISUAL ARTS SPECIALIZATION SCULPTURE (PROFICIENT) HONORS**  
**RECOMMENDED:** Teacher/Counselor Consultation  
This advanced course will provide students an opportunity to continue developing skills in the sculpture art form. Three-dimensional concepts, formal elements, and techniques will be explored.

**BAND**  
**ADVANCEMENT PLACEMENT MUSIC THEORY**  
**ELHS, LHS**  
**RECOMMENDED:** Two semesters of high school band or vocal music  
This course is designed to go further in-depth on concepts covered in music courses currently offered. Students will learn about the structure of music and the design process that goes into composing. They will also focus on enhancing current aural skills to detect and critique music without the use of a score. A significant amount of time is also used to teach students how to compose their own pieces.

**BAND (BEGINNING)**  
**RECOMMENDED:** Student should contact the band director to ensure instrumentation is adequate for the class and to determine if a school instrument is available if needed.  
This is an entry-level course which builds on comprehensive music education in prior grades. Performances outside the school day will be required and graded as assigned. Students are encouraged to take band classes both semesters.
**BAND (INTERMEDIATE)**
**RECOMMENDED:** Band (Beginning) or successful completion of basic band classes in middle school.
This course focuses on intermediate music skills with an emphasis on instrumental/band music. It is designed for students who have had a cornet or flugelhorn and have achieved a Level 2 or 3 in music performance. The course will provide students with an appreciation and understanding of music in relation to styles of music. Students will follow the advanced instrumental standard course as outlined in the band portion of the NC Standard Course of Study. After-school participation is required and graded.

**BAND (ADVANCED) HONORS**
**RECOMMENDED:** Student must be able to perform at the 9-10 level of All-District/State Audition requirements. (Scales and Rudiments/Performing at Grade IV Music/Sight-reading at Grade II Music.) Acceptance to this level must be approved by the band director.
This course will be a continuation of Band (Proficient) with more requirements in the area of performance, theory, and composition. Performance of music at the highest levels of difficulty will be required. Students must demonstrate highly-advanced proficiencies as outlined in the NC Standard Course of Study. This course has expectations on the level equivalent to freshman and sophomore level university classes. After-school participation is required and graded.

**MUSIC SPECIALIZATION (BEGINNING)**
**RECOMMENDED:** Recommendation of band director
This course is designed for students who wish to participate in the color guard group of the marching band during the fall semester. Students taking this course have met all the standards at the beginning level and are ready to master increased content. Summer band practice and evening practices during the fall semester are required. Students must be able to work well with other students, follow complicated routines using various props, and perform these routines in front of crowds.

**MUSIC SPECIALIZATION (INTERMEDIATE)**
**RECOMMENDED:** Recommendation of band director
This course is designed for students who wish to continue participation in the color guard group of the marching band. Students taking this course have met all the standards at the beginning level and are ready to master increased content. Summer band practice and evening practices during the fall semester are required. Students must be able to work well with other students, follow complicated routines using various props, and perform these routines in front of crowds.

**THEATRE ARTS (BEGINNING)**
This course will give students the opportunity to sing music of different styles, to study music theory, and perform in a group. A uniform is required for this course. Performance outside of the normal school day will be required and graded as assigned. After school rehearsals may be required.

**THEATRE ARTS (ADVANCED) HONORS**
**PREREQUISITE:** Theatre Arts (Proficient)
**RECOMMENDED:** Teacher/Counselor Consultation
This course involves the applied study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. Theatre study at this level places a greater emphasis on the execution of skills, ensemblework, and collaboration with other student artists. Students use a wider variety of theatre literature and styles from theatre history and various cultures in forms of theatre and theatre-related media through informal and formal productions. Performance outside of the school day will be required and graded as assigned.

**THEATRE PRODUCTION**
**ELHS, NLHS, LHS**

**THEATRE ARTS (ADVANCED) HONORS**
**PREREQUISITE:** Theatre Arts (Proficient)
**RECOMMENDED:** Teacher/Counselor Consultation
Through more independent study and increased production responsibilities, study in this course involves the application of expertise prepared for and acquired in previous theatre arts studies. Analysis of theatre processes, self-motivation, personal discipline and more demanding projects in directing, design, and writing are emphasized. Performance outside of the school day will be required and graded as assigned.

**THEATRE PRODUCTION**
**ELHS, NLHS, LHS**

**VOCAL MUSIC**

**VOCAL MUSIC (BEGINNING)**
This course gives students the opportunity to sing music of different styles, to study music theory, and perform as a group. A uniform is required for this course. Performance outside of the normal school day will be required and graded as assigned. After school rehearsals may be required.

**VOCAL MUSIC (INTERMEDIATE)**
**PREREQUISITE:** Vocal Music (Beginning)
**RECOMMENDED:** Teacher/Counselor Consultation
This course gives students the opportunity to sing music of different styles, study music theory, music history, and perform as a group. A uniform is required for this course. Performance outside of the normal school day will be required and graded as assigned. After school rehearsals may be required.

**VOCAL MUSIC (PROFICIENT) HONORS**
**PREREQUISITE:** Vocal Music (Intermediate)
**RECOMMENDED:** Teacher/Counselor Consultation
This course focuses on advanced, more individualized work in authentic learning situations. Students develop advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, and composing. A uniform is required for this course. Performance outside of the normal school day will be required and graded as assigned. After school rehearsals may be required.

**VOCAL MUSIC (ADVANCED) HONORS**
**PREREQUISITE:** Vocal Music (Proficient)
**RECOMMENDED:** Teacher/Counselor Consultation
This course gives students the opportunity to sing music of different styles, study music theory, music history, and perform as a group. A uniform is required for this course. Performance outside of the normal school day will be required and graded as assigned. After school rehearsals may be required.

**SHOW CHOIR HONORS**
**ELHS, LHS**
**RECOMMENDED:** Teacher/Counselor Consultation
This is an advanced choral group focused on popular & Broadway music. Students will work to combine singing, dancing, and theatre to present a variety of musical selections. This course would allow extended students in genres that receive a smaller amount of focus in a traditional choral music class. This course provides an additional music outlet for students who are die-hard singers, but also provides a fit for students who may not be as interested in traditional choral music. Show Choir, like all performing arts, enhances student creativity and confidence as they strive to achieve superior levels of their craft. In the future, we would like to see this group participate in the NC State Show Choir Competition.
HEALTHFUL LIVING

HEALTH/PHYSICAL EDUCATION
The major emphases of high school healthful living education are personal wellness, individual and group social skills development, physical skill development, and behavior self-management. A healthful living program that incorporates both health education and physical education components promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. This is required for graduation and follows a state mandated curriculum. Students are required to wear appropriate clothing for this class.

LIFETIME SPORTS
PREREQUISITE: Health/Physical Education
This class will allow students to learn about and experience lifetime sporting activities, which may not be included in a regular team sports course. Some of the activities may include bowling, fishing, swimming, racquetball, roller-skating, golf, badminton, horse-shoes, table tennis, tennis, etc. Students will learn about game rules, equipment, and etiquette of the sporting activities that may become lifetime activities and hobbies. Students are required to wear appropriate clothing for this class.

PHYSICAL CONDITIONING/WEIGHT TRAINING
PREREQUISITE: Health/Physical Education
This course is a physical conditioning class that consists of weight training, running, and an overall strength-building program, including games and sports. Students are required to wear appropriate clothing for this class.

RECREATION AND SPORT MANAGEMENT
PREREQUISITE: Health/Physical Education
This course is designed with an emphasis on developing skills and knowledge that is associated with the following activities: officiating sport games, tournament organization, court-field layout, maintenance of facilities, first aid and sports medicine. Students are required to wear appropriate clothing for this class.

SPORTS MEDICINE I
PREREQUISITE: Health/Physical Education
RECOMMENDED: Overall GPA of 2.5
This course is designed for students interested in fields such as sports medicine, physical and occupational therapy, exercise science, and recreational therapy. Also, this course includes class work and practical hands-on application in the care of sports injuries. The Course of study will include anatomy, physiology, first aid/CPR, and exercise testing. This is an academic course that will require significant skill levels in reading, math, and science. Students are required to wear appropriate clothing for this class.

STRENGTH AND FITNESS
PREREQUISITE: A grade of “80” or higher in one of the following:
1. Health/Physical Education
2. Aerobics/Weight Training
3. Physical Conditioning/Weight Training
This course is designed to develop maximum muscular strength, cardiovascular conditioning, speed, agility, strength and endurance. The students will participate in weight training, strength assessment, exercise routines and Pilates. This course will require a basic understanding of kinesiology. Students are required to wear appropriate clothing for this class.

TEAM SPORTS
PREREQUISITE: Health/Physical Education
This course emphasizes team activities that help maintain healthy physical and mental conditions. Team sports include softball, football, soccer, basketball, speedball, and volleyball. Students are required to wear appropriate clothing for this class.

AEROSPACE SCIENCE 100
PREREQUISITE: None
Air Force Junior ROTC is a citizenship program for students in grades 9-12 that encourages community involvement. Students wear a uniform once a week and must meet dress and appearance standards. The aerospace science component of AS-100 is the study of aviation history. A leadership education and physical education component is included in all courses. The program is enhanced by activities such as field trips, drill teams, color guard, orienteering and model aircraft and rocketry. The courses focus on the development of citizenship and leadership. There is no military obligation for this program nor does the program have recruiting agenda.

AEROSPACE SCIENCE 200
RECOMMENDED: Aerospace Science 100 and Senior Aerospace Science Instructor approval
Air Force Junior ROTC is a citizenship program for students in grades 9-12 that encourages community involvement. Students wear a uniform once a week and must meet dress and appearance standards. The aerospace science component of AS-200 is the study of the science of flight. A leadership education and physical education component is included in all courses. The program is enhanced by activities such as field trips, drill teams, color guard, orienteering and model aircraft and rocketry. The courses focus on the development of citizenship and leadership. There is no military obligation for this program nor does the program have a recruiting agenda.

AEROSPACE SCIENCE 300
RECOMMENDED: Aerospace Science 200 and Senior Aerospace Science Instructor approval
Air Force Junior ROTC is a citizenship program for students in grades 9-12 that encourages community involvement. Students wear a uniform once a week and must meet dress and appearance standards. The aerospace science component of AS-300 is astronomy and space exploration. A leadership education and physical education component is included in all courses. The program is enhanced by activities such as field trips, drill teams, color guard, orienteering and model aircraft and rocketry. The courses focus on the development of citizenship and leadership. There is no military obligation for this program nor does the program have a recruiting agenda.

AEROSPACE SCIENCE 220
RECOMMENDED: Aerospace Science 300 and Senior Aerospace Science Instructor approval
Air Force Junior ROTC is a citizenship program for students in grades 9-12 that encourages community involvement. Students wear a uniform once a week and must meet dress and appearance standards. The aerospace science component of AS-220 is global and cultural studies. Leadership education and physical education component are included in all courses. The program is enhanced by activities such as field trips, drill teams, color guard, orienteering and model aircraft and rocketry. The courses focus on the development of citizenship and leadership. There is no military obligation for this program nor does the program have a recruiting agenda.

AEROSPACE SCIENCE HONORS PROJECT
RECOMMENDED: A grade of “90” or higher in Aerospace Science 220, documented 30 hours of community service in JROTC and Senior Aerospace Science Instructor approval
The AFJROTC Honors Project is targeted for Seniors and Juniors to demonstrate essential skills through reading, writing, speaking, production and/or performance. Skills in analysis, logic and creativity will be showcased in this project. The student will be enrolled in a basic Aerospace Science class (AS-100, AS-200, AS-220 or AS-300) and complete all requirements of that class in addition to the honors project requirements in order to receive honors credit.

AEROSPACE SCIENCE 400 - 1 HONORS BASIC LEADERSHIP
RECOMMENDED: Aerospace Science 300 and Senior Aerospace Science Instructor approval
Air Force Junior ROTC is a citizenship program for students in grades 9-12 that encourages community involvement. Students wear a uniform once a week and must meet dress and appearance standards. The aerospace science component of AS-400-1 is management of the cadet corps and enrollment is restricted to Juniors who hold leadership positions in the cadet corps. A leadership education and physical education component is included in all courses. The program is enhanced by activities such as field trips, drill teams, color guard, orienteering and model aircraft and rocketry. The courses focus on the development of citizenship and leadership. There is no military obligation for this program nor does the program have a recruiting agenda.
AEROSPACE SCIENCE 400-2 HONORS

ADVANCED LEADERSHIP LAB

RECOMMENDED: Aerospace 300 and Senior Aerospace Science Instructor Approval

Air Force Junior ROTC is a citizenship program for students in grades 9-12 that encourages community involvement. Students wear a uniform once a week and must meet dress and appearance standards. The aerospace science component of AS-400-2 is management of the cadet corps and enrollment is restricted to Seniors who hold top leadership positions in the cadet corps. A leadership education and physical education component is included in all courses. The program is enhanced by activities such as field trips, drill teams, color guard, orienteering and model aircraft and rocketry. The courses focus on the development of citizenship and leadership. There is no military obligation for this program nor does the program have a recruiting agenda.

JROTC - NAVY
WEST LINCOLN HIGH SCHOOL

NAVAL SCIENCE I

RECOMMENDED: Be physically fit (able to participate in Health and Physical Education)

This course is designed to teach the basic elements of national security and personal obligation as American citizens. Naval ships and their missions, maritime geography, and introduction to basic drill are also taught. Physical fitness training is conducted weekly. Students must wear the NJROTC uniform once a week and conform to the required grooming standards.

NAVAL SCIENCE II

RECOMMENDED: NSI and Senior Naval Science Instructor approval

Be physically fit (able to participate in Health and Physical Education)

This course is designed to develop an understanding of leadership techniques, military careers, Naval shipboard organization, and Naval history. Physical fitness training is conducted once a week. Students must wear the NJROTC uniform once a week and conform to the required grooming standards.

NAVAL SCIENCE III

RECOMMENDED: NSII and Senior Naval Science Instructor approval. Be physically fit (able to participate in Health and Physical Education)

This course provides ongoing instruction in leadership and communication skills, and introduces astronomy, military law, and international law of the sea. Physical fitness training is conducted weekly. Students must wear the NJROTC uniform once a week and conform to the required grooming standards.

NAVAL SCIENCE III HONORS

RECOMMENDED: A grade of “80” or higher in NSII and Senior Naval Science Instructor approval

Naval knowledge: Students will be required to develop a deeper and more focused understanding of sea power and its relationship to national security, how Naval operations and support functions interact with national security, and the military and international maritime law and its impact on world events. Analytical skills needed to deal with these concepts will be developed.

NAVAL SCIENCE IV+

RECOMMENDED: NSIII and Senior Naval Science Instructor approval. Be physically fit (able to participate in Health and Physical Education)

This course will meet the advanced Naval science academic requirements of the senior cadets participating in the full four-year NJROTC course of study. Emphasis is placed on case studies in leadership, training, and evaluation; national strategy and Naval operations; citizenship; Naval history in the nuclear age; and challenges for the future. Senior cadets will be placed in leadership positions in the battalion and will lead discussion, conduct drill sessions and uniform inspections, and lead physical conditioning sessions with junior cadets.

NAVAL SCIENCE IV HONORS+

RECOMMENDED: NSIII with a GPA of 3.0 or higher, Cadet Leadership position, and Senior Naval Science Instructor approval

This course is designed for students that occupy NJROTC cadet leadership positions. Cadet leaders are responsible for junior cadets and normally have additional duties that directly affect the overall program. Students will master greater communicative skills and will concentrate in extemporaneous speaking, techniques of effective listening, and techniques of counseling.

NAVAL SCIENCE LEADERSHIP LAB - ADVANCED

RECOMMENDED: NSII and Senior Naval Science Instructor Approval

Be physically fit (able to participate in Health and Physical Education)

This course is designed to develop basic leadership skills by providing an opportunity to study and practice traits of successful leaders. Students study the qualities of effective leadership, goal setting, and situational management. Practical application of leadership is practiced in a variety of team-work and team building opportunities, including participating in drill teams, color guards, and athletic teams. Physical fitness training is conducted once a week. Students must wear the NJROTC uniform once a week and conform to the required grooming standards. Since leadership lab is designed to develop leadership skills by participating in drill or team skills, the following will apply for grading: the military grade (aptitude) is 30%, participation is 30%, and the uniform grade will count as 40% for a total of 100%. This course may be repeated for credit.

NAVAL SCIENCE LEADERSHIP LAB - BASIC

(SPRING SEMESTER ONLY)

RECOMMENDED: Naval Science I-III with Senior Science Naval Instructor and Naval Science Instructor approval, be physically fit, and possess aptitude in drill.

This course will develop basic leadership skills for junior cadets by providing an opportunity to study and practice traits of successful leaders. Cadets study the qualities of effective leadership, goal setting, and situational management. Practical application of leadership is practiced in a variety of team-work and team building activities, including required participation in drill teams, color guards, academic team, orienteering team, and athletic teams. Participation will include two or more drill/field meets during the semester. Physical fitness training is conducted once a week. Cadets must wear the NJROTC uniform once weekly as directed, conform to required grooming standards and unit regulations, and accept authority of senior cadets. Since leadership lab is designed to develop leadership skills by participating in drill or team skills, the following will apply for grading: Class participation grade (includes/meets) is 50%, test grade is 20%, and uniform grade is 30% of final grade. This course may be repeated for credit.

MATHematics

Four Mathematics units are required for graduation: [NC Mathematics I, II, III] plus a fourth mathematics course to be aligned with the student’s after high school plans. Refer to the Math chart on pages 4-5.

ADVANCED PLACEMENT CALCULUS AB

PREREQUISITE: Calculus Honors

RECOMMENDED: Teacher/Counselor Consultation

This course develops students’ understanding of Calculus and provides experience through its methods and applications. Concepts learned in NC Math I, NC Math II, NC Math III, Pre-Calculus, and Trigonometry will be continued with Calculus. Course topics include functions, graphs, limits, derivatives, integrals, anti-differentiation, applications of derivatives, and applications of integrals. The course outline is governed by the College Board’s Advanced Placement Program. This course is demanding and challenging.

ADVANCED PLACEMENT CALCULUS BC

PREREQUISITE: AP Calculus AB

RECOMMENDED: Teacher/Counselor Consultation

This course deepens students’ understanding of Calculus and provides further experience through extended concepts beyond AP Calculus AB. In addition to basic Calculus concepts learned in AP Calculus AB, students learn about applications to parametric equations, polar coordinates and functions, vector functions and new techniques such as Integration by Parts and Polynomial Approximations and Series. This course outline is governed by the College Board’s Advanced Placement Program. This course is demanding and challenging.

ADVANCED PLACEMENT STATISTICS

PREREQUISITE: NC Math III

RECOMMENDED: Teacher/Counselor Consultation

This course introduces students to concepts and tools for collecting, analyzing, and drawing conclusions for data. Students will observe patterns and departures from the patterns, decide what and how to measure, produce models using probability, and participate in simulations to confirm models. Appropriate technology and manipulatives from calculators to application software will be used regularly for instruction and assessment.
DISCRETE MATHEMATICS FOR COMPUTER SCIENCE (DCS)
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. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

FOUNDATIONS OF NC MATH I
RECOMMENDED: Teacher/Counselor Consultation
Foundations of NC Math I provides students the opportunity to study concepts of algebra, geometry functions, number and operations, statistics and modeling throughout the course. These concepts include equations and functions, linear functions, systems of equations and inequalities, exponential functions, quadratics, and statistics. This course counts as an elective credit and must be followed by NC Math I.

FOUNDATIONS OF NC MATH II
PREREQUISITE: NC Math I
Foundations of NC Math II continues a progression of the standards established in NC Math I. In addition to these standards, NC Math II includes: transformations, quadratics, square root and inverse variation, similar and congruent figures, right triangles trigonometry, and probability. This course counts as an elective and must be followed by NC Math II.

NC MATH I
PREREQUISITE: Foundations of NC Math I
RECOMMENDED: Teacher/Counselor Consultation
NC Math I provides students the opportunity to study concepts of algebra, geometry functions, number and operations, statistics, and modeling throughout the course. These concepts include equations and functions, linear functions, systems of equations and inequalities, exponential functions, quadratics, and statistics. Students will take the NC End-of-Course test which counts as 20% of the course grade.

NC MATH II
PREREQUISITE: NC Math I
NC Math II continues a progression of the standards established in NC Math I. In addition to these standards, NC Math II includes: transformations, quadratics, square root and inverse variation, similar and congruent figures, right triangles trigonometry, and probability.

NC MATH II HONORS
PREREQUISITE: NC Math I
RECOMMENDED: Teacher/Counselor Consultation
NC Math II Honors continues a progression of the standards established in NC Math I. In addition to these standards, NC Math II includes: transformations, quadratics, square root and inverse variation, similar and congruent figures, right triangles trigonometry, and probability. Projects involving research and self-directed study will be required.

NC MATH III
PREREQUISITE: NC Math II
Math III progresses from the standards learned in NC Math I and NC Math II. In addition to these standards, NC Math III extends to functions and inverses, exponential and logarithmic functions, polynomials, modeling and reasoning with geometry, rational functions, trigonometric functions, and statistics.

CALCULUS HONORS
PREREQUISITE: Pre-Calculus Honors
RECOMMENDED: Teacher/Counselor Consultation
Students who take this course sign up for AP Calculus AB. This course develops students’ understanding of Calculus and provides experience through its methods and applications. Concepts learned in NC Math I, NC Math II, NC Math III, Pre-Calculus, and Trigonometry will be continued with Calculus. Course topics include functions, graphs, limits, derivatives, integrals, differential equations, applications of derivatives and integrals. The course outline is governed by the College Board for Advanced Placement Program. This course is demanding and challenging. The UNC system does not recognize this course as a math credit for admission but it will count as a math credit for high school graduation.

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

PRE-CALCULUS HONORS
PREREQUISITE: NC Math III
RECOMMENDED: Teacher/Counselor Consultation
This course 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. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

OCCUPATIONAL COURSE OF STUDY
The Occupational Course of Study is offered to high school students who are in the Exceptional Children’s Program. The Individual Education Plan team, which includes the student, determines placement in the Occupational Course of Study.

AMERICAN HISTORY I: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS
Credit 1
This course examines the importance of the Constitution, the legislative, executive, and judicial branches of the Federal government. This course also examines the major world economic systems and basic economic concepts and factors that enable individuals to make informed financial decisions for effective resource planning.

AMERICAN HISTORY II: THE FOUNDING PRINCIPLES
Credit 1
This course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. The course will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

AMERICAN HISTORY III: THE FOUNDING PRINCIPLES
Credit 1
This course will guide students from the late nineteenth century time period though the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of this course will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.
This course will focus on an understanding of the following topics: force and motion, energy and conservation, electricity and magnetism, matter, use and dangers of common chemicals, the effect humans have on the environment, and the body's basic needs and control systems.

**Biology**  
Biology is the study of life. Topics include cells, genetics, evolution, plants, animals, human biology, and ecology.

**English I**  
This course includes comprehension and interpretation of various literary genres and terms. Proofreading and editing skills are taught through creative and expository writing. Grammar and language usage are taught in context.

**English II**  
This course includes comprehension and interpretation of various literary genres and terms using the study of world literature and cultures. Written, oral, analytical, and creative responses to literary selections are required. Grammar is taught through the writing process. Expository writing and vocabulary study are important parts of the course.

**English III**  
This course includes applying the understanding of literary and informational texts, communication skills, and problem-solving skills in employment, post-secondary education/training and independent living situations.

**English IV (A research project is required)**  
This course is a survey of British literature and culture along with recognition and understanding of various literary genres and terms. Written, oral, critical, and creative responses to literary selections are required. The writing process is taught with an emphasis on clarity, effectiveness, and variety. Vocabulary study is an important part of the course.

**Introduction to Mathematics**  
This course includes understanding and applying mathematical operations with rational numbers, applying ratios, proportions, percents, time, and measurement in real-world situations, and applying the algebraic properties to solve problems.

**NC Math I (Students will take the NC End-of-Course test)**  
The primary purpose of this course is to provide the student with the basic language of Algebra. This includes addition, subtraction, multiplication, and division of rational and real numbers, solving equations and inequalities, factoring and multiplying polynomials, and algebraic word problems.

**Occupational Preparation I**  
This course will introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Emphasis will be placed on school-based learning activities, on-campus vocational training activities, formal career planning, and development of knowledge regarding transition planning.

**Occupational Preparation II (Year-long requirement)**  
This course is focused on providing students with a repertoire of basic skills that will serve as the foundation for future career application. On-campus jobs and work-based learning activities will be emphasized. An emphasis will also be placed on refining job-seeking skills.

**Occupational Preparation III (Year-long requirement)**  
This course builds upon the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, work adjustment, and others. Emphasis will be placed on applying employability skills to competitive employment settings with the student demonstrating the effectiveness of his work personality.

**Occupational Preparation IV**  
This course will focus on the student applying skills acquired in the previous Occupational Preparation courses to his personal career choice. The student will begin or continue working toward the 360 hours of competitive employment needed for graduation. Emphasis will be placed on students solving work-related problems and practicing self-advocacy. Students will also develop a job placement portfolio to showcase their high school experiences.

**Advanced Placement Biology (L) (Spring Semester Only)**  
**Prerequisite:** Biology II Honors  
**Recommended:** Teacher/Counselor Consultation  
This course builds upon the concepts begun in Biology II Honors. Students will study these topics in detail: molecules and cells, heredity and evolution, and organisms and populations. (This course counts as a Biology credit)

**Advanced Placement Chemistry (L)**  
**Prerequisite:** Chemistry II Honors  
**Recommended:** Teacher/Counselor Consultation  
This course builds upon the concepts begun in Chemistry II Honors. Students will study the following topics: states of matter, reactions, and oxidation-reduction reactions, acids and bases in aqueous solutions and descriptive chemistry. (This course counts as a Physical Science credit)

**Advanced Placement Environmental Science (L)**  
**Recommended:** Teacher/Counselor Consultation  
This course is designed to be the equivalent of a one-semester, introductory environmental science college course. Students will study the following topics: the interdependence of earth's systems, human population dynamics, renewable and non-renewable resources, environmental quality, global changes and their consequences, and the environment and society. (This course counts as an Earth/Environmental Science credit)

**Advanced Placement Physics I (L)**  
**ELHS, LHS, NLHS**  
**Prerequisite:** Physics Honors  
**Recommended:** Teacher/Counselor Consultation  
This course will continue the study of Newtonian mechanics, energy, electricity, simple harmonic motion, torque, angular motion (momentum, inertia), and waves from Physics Honors. The course will prepare students for the AP Physics I exam. (This course counts as a Physical Science credit)

**Advanced Placement Physics II (L)**  
**ELHS, LHS, NLHS**  
**Prerequisite:** Physics Honors  
**Recommended:** Teacher/Counselor Consultation  
This course will involve the study of magnetism, modern physics (particle physics, atomic physics, nuclear physics, quantum mechanics, relativity, fundamental forces), fluid physics, center of mass, thermodynamics, gas laws, wave equations, and optics. This course will prepare students for the AP Physics II exam. (This course counts as a Physical Science credit)

**Anatomy & Physiology (L)**  
**Prerequisite:** Biology  
This course will include cell study, biochemistry, and molecular biology. It is for students interested in a more detailed explanation of the structures and functions of the body beyond those covered in biology and health. Body systems studied include: skeletal, muscular, nervous, endocrine, circulatory, respiratory, immune, digestive, excretory, and reproductive. Laboratory dissection is used to complement the lectures, discussions, and demonstrations.

**Anatomy & Physiology Honors**  
**Prerequisite:** Biology  
**Recommended:** Teacher/Counselor Consultation  
This course will include histology, biochemistry, and forensic studies. It is for students interested in a more in-depth look at the structures and functions of the human body, as well as careers and fields associated with anatomy and physiology. Body systems studied will include: skeletal, muscular, nervous, endocrine, circulatory, respiratory, immune, digestive, excretory and reproductive. Laboratory dissection will be used to complement lectures, discussions and clinical evaluations. A semester-long project, which reinforces concepts learned, will also be included.

**Astronomy**  
**Prerequisite:** Earth/Environmental Science  
Students will study the universe, solar system, sun, moon, stars, space exploration, and new technologies associated with astronomy. Students will conduct research and use computers and the internet to gain new information. Methods of learning will include laboratory investigations, field activities, research projects, night field trips, lectures, discussions, and investigative learning. Students will be exposed to new technologies, have an opportunity to perform hands-on activities, and increase their awareness of the universe.
BIOLOGY (L)
PREREQUISITE: Earth/Environmental Science
Biological is the study of life. Topics include cells, genetics, evolution, plants, animals, human biology, and ecology. The course includes lectures, hands-on activities, problem-solving skills, and laboratory exercises. This course is required for graduation. Students will take the NC End-of-Course test which counts as 20% of the course grade.

BIOLOGY HONORS (L)
PREREQUISITE: Earth/Environmental Science
RECOMMENDED: Teacher/Counselor Consultation
This course is designed for the college-bound student who desires a more challenging, in-depth study of biology. Major emphasis is placed on higher-level skills such as critical thinking and understanding scientific processes. Various methods of learning will be included such as laboratory investigations, lectures, discussions, and independent projects. Topics covered include cell genetics, evolution, plants, animals, human biology, and ecology. Students will take the NC End-of-Course test which counts as 20% of the course grade.

BIOLOGY II HONORS (L)
PREREQUISITE: Biology and Chemistry
RECOMMENDED: Teacher/Counselor Consultation
Students who sign up for this course are required to sign up for AP Biology. Topics studied include atoms and molecules, water and the fitness of the environment, carbon and molecular diversity, structure and function of macromolecules, metabolism cells, cellular respiration, photosynthesis, cell cycle, genetics, protein synthesis, viruses, and bacteria.

CHEMISTRY (L)
PREREQUISITE: NC Math II or concurrent enrollment in NC Math II
The course deals with chemical changes in matter. It includes such topics as elements, compounds, atomic structure, bonds, formulas, equations, stoichiometry, acid-base theories, solutions, and states of matter. Laboratory work is used to complement the lectures and demonstrations.

CHEMISTRY HONORS (L)
PREREQUISITE: NC Math II
RECOMMENDED: Teacher/Counselor Consultation
This course deals with chemical changes in matter. It includes topics such as elements, compounds, atomic structure, bonds, formulas, equations, stoichiometry, acid-base theories, solutions, and states of matter. Laboratory work is used to complement the lectures and demonstrations. This honors course will have a greater emphasis on mathematical calculation. Seminar and technology components will be incorporated into this class along with a required research project.

CHEMISTRY II HONORS (L) (FALL SEMESTER)
PREREQUISITE: Chemistry Honors and Math III Honors
RECOMMENDED: Teacher/Counselor Consultation
Chemistry II Honors requires significant math skills and computational abilities and is equivalent to a full year of advanced college chemistry. Topics learned in Math III Honors are considered background knowledge for the problems assigned in Chemistry II Honors (including but not limited to log, ln, linear regression, etc.)

EARTH/ENVIRONMENTAL SCIENCE (L)
This course focuses on the function of the earth’s systems. Areas of emphasis include structure and composition of the earth’s surface and subsurface, history of the earth, solar systems, weather, new technologies, and natural resources with a focus on environmental issues affecting North Carolina. This course is required for graduation.

EARTH/ENVIRONMENTAL SCIENCE HONORS (L)
RECOMMENDED: Teacher/Counselor Consultation
This course is designed for the college-bound student who desires a more challenging, in-depth study of Earth/Environmental Science. Topics covered include the structure and composition of the earth’s surface and subsurface, history of earth, solar system, weather, new technologies, and natural resources with a focus on environmental issues affecting North Carolina. Methods of learning will include laboratory investigations, field activities, field trips, lectures, discussions, and investigative learning. This course meets the graduation requirements for Earth/Environmental Science.

ECOLOGY
PREREQUISITE: Earth/Environmental Science
This course will cover five areas of Ecology: aquatic, forestry, soils, wildlife and current environmental issues. This class will look at real world applications here in North Carolina, across the United States and around the world. This class will be collecting data and working with local agencies.

ECOLOGY HONORS
PREREQUISITE: Earth/Environmental Science
RECOMMENDED: Teacher/Counselor Consultation
This course will cover five areas of Ecology: aquatic, forestry, soils, wildlife and current environmental issues. This class will look at real world applications here in North Carolina, across the United States and around the world. Students will be required to do an Honors Project where they will collect data, research, work with a local agency on their topic, and make a formal project presentation.

NC WILDLIFE
PREREQUISITE: Earth/Environmental Science
This course offers students an in-depth study of the wildlife species of North Carolina: habitats, ecosystems, environmental factors, environmental chemistry, aquatic resources, and native species. Students will study requirements and roles in the ecosystem, endangered species, wildlife management, human impact, conservation and environmental protection, and the scientific methods of studying and tracking wildlife. Concepts will be reinforced through field trips.

PHYSICAL SCIENCE (L)
PREREQUISITE: NC Math I or concurrent enrollment in NC Math I
This course is a general survey of chemistry and physics. It emphasizes vocabulary, math skills, scientific method, facts, and concepts about matter, atomic theory, motion, heat, sound, light, electricity, magnetism, and nuclear energy.

PHYSICS (L)
PREREQUISITE: NC Math III
Physics deals with matter and energy and their interactions. Topics studied include energy, work, motion, vectors, gravity, momentum, states of matter, heat, light, sound, and electricity. Laboratory work is used to complement the lectures and demonstrations.

PHYSICS HONORS (L)
PREREQUISITE: NC Math III Honors
RECOMMENDED: Teacher/Counselor Consultation
Physics deals with matter and energy and their interactions. Topics studied include energy, work, motion, vectors, gravity, momentum, matter, heat, light, sound, and electricity. Laboratory work is used to complement the lectures and demonstrations. Seminar and technology components will be incorporated into this class along with required research project.

SOCIAL STUDIES

ADVANCED PLACEMENT EUROPEAN HISTORY
PREREQUISITE: American History I
RECOMMENDED: Teacher/Counselor Consultation
The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. It takes advantage of secondary and primary source readings, student research, and teacher input to increase the students’ analytical skills and historical scholarship.

ADVANCED PLACEMENT HUMAN GEOGRAPHY AND MIGRATION
PREREQUISITE: World History
RECOMMENDED: Teacher/Counselor Consultation
The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.
ADVANCED PLACEMENT PSYCHOLOGY
PREREQUISITE: Biology
RECOMMENDED: Teacher/Counselor Consultation
Psychology is the study of behavior and mental processes of human beings and other animals. The philosophical background causes psychologists to wonder about the behavior and thinking of humans, and the more science-based knowledge allows us to test our hypotheses. This course will expose students many of the fields of interest within psychology. Topics covered will be the more familiar personality development, altered states of consciousness (sleep, dreams, and hypnosis), learning memory, and abnormal behavior. Students will also study the biological basis of behavior, motivation, sensation, perception, health psychology and social psychology. The method of statistics for completing psychological research will be included.

ADVANCED PLACEMENT
UNITED STATES GOVERNMENT & POLITICS
PREREQUISITE: American History: The Principles, Civics, and Economics
RECOMMENDED: Teacher/Counselor Consultation
This elective course is designed to give students a critical perspective on politics and government by involving both the study of general concepts used to interpret American politics and analysis of specific case studies. This course also requires familiarity with the various institutions, groups, beliefs, and ideas that make up American policy.

ADVANCED PLACEMENT UNITED STATES HISTORY
PREREQUISITE: American History I
SPRING SEMESTER
RECOMMENDED: Teacher/Counselor Consultation
AP US History will be taken in the second semester of a year-long study of American History. Students will complete American History I Honors first semester prior to AP US History. The course outline is governed by the college Board of Advanced Placement programs. The course prepares students for intermediate and advanced college work by making demands equivalent to an introductory college class. This course will cover Post-Reconstruction to the present. (This course counts as an American History II credit).

ADVANCED PLACEMENT WORLD HISTORY: Modern
RECOMMENDED: Teacher/Counselor Consultation
The purpose of this course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. This course provides a study of civilizations in Africa, the Americas, Asia, and Europe that are foundational to the modern era from 1200 CE to present. (This course counts as a World History credit).

AMERICAN HISTORY I
PREREQUISITE: American History: The Founding Principles, Civics, and Economics
The Founding Principles will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict lead to the Civil War, including Reconstruction.

AMERICAN HISTORY I HONORS
PREREQUISITE: American History: The Founding Principles, Civics, and Economics
RECOMMENDED: Teacher/Counselor Consultation
The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the history and intellectual origins of the United Stated from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict lead to the Civil War, and the consequences of the Civil War, including Reconstruction.

AMERICAN HISTORY II
PREREQUISITE: American History I
The Founding Principles will guide the students from the late 19th century time period through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American Society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world. This is the second course in the American History I and II series.

AMERICAN HISTORY II HONORS
PREREQUISITE: American History I
RECOMMENDED: Teacher/Counselor Consultation
The Founding Principles will guide the students from the late 19th century time period through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American Society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world. This is the second course in the American History I and II series.

AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS
PREREQUISITE: World History
This course examines the importance of the Constitution, the legislative, executive, and judicial branches of the federal government. This course also examines the major world economic systems and basic economic concepts. Students will analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning. This is a state-required class for graduation.

AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS HONORS
PREREQUISITE: WORLD HISTORY
RECOMMENDED: Teacher/Counselor Consultation
This course will serve as a lead into AP Government. Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning. This course serves as a foundation for American History I & II.

CURRENT EVENTS
ELHS
Students will strengthen research skills, debate contemporary topics, strengthen SAT reading and vocabulary skills, and develop papers to support or refute current issues. Students who take this class will use higher-level critical-thinking skills on a daily basis. Students will also investigate the background of current issues in the US and report on the origin of these issues.

CURRENT EVENTS: WORLD PROBLEMS
ELHS
PREREQUISITE: Current Events
Students will study international issues in countries outside of the US and how the issues are impacting the global, political, social, and economic climate. Additionally, discussions will occur on controversies surrounding environmental concerns, global terrorism, etc. Students will be challenged to investigate, discuss, and reflect upon the events that define our world as a global society. The course requires considerable work in small peer groups as well as whole class discussions. Successful participation is based in part on the ability to work collaboratively and independently with course topics and materials.
LAW AND JUSTICE
PREREQUISITE: World History
This elective course focuses on the legislative process, law enforcement, and the work of the courts, by using the US Constitution and landmark Supreme Court decisions. Students will study legal issues to better prepare them to be more interactive as citizens.

MILITARY HISTORY
PREREQUISITE: World History
This elective course will trace the development of warfare from the time of Frederick the Great to the present. Changes in tactics, strategies, and weapons will be discussed. Emphasis will be placed on wars involving the United States.

PSYCHOLOGY
This elective course explores man in his relationship to others and as a member of society. Social problems and changing trends in American society are examined. Some of the principles of psychology which will be studied include: human behavior, learning, and mental health.

SURVEY OF THE BIBLE
This elective course will be an exploration of the Old and New Testament of the English Bible. Students will gain insight to several world religions and how the Bible is used in each religion. Through this exploration, students will acquire a greater knowledge of middle-Eastern history while gaining an appreciation for the literature of the Bible.

THE COLD WAR
PREREQUISITE: World History
Our world today has been shaped by many events that took place post 1945. This course will help students understand the post World War II ideological conflict with the former Soviet Union and its lasting effects on our nation. Students will understand the factors that led to the development of the Cold War, identify implications of various Cold War regional conflicts, and evaluate national politics and international relationships of the present as legacies of the Cold War.

THE COLD WAR HONORS
PREREQUISITE: World History Honors
RECOMMENDED: Teacher/Counselor Consultation
This is a humanities/history course on the cause, impact and events of the Cold War. Students examine the Cold War in context of World History, US History and Western Civilization. It heavily emphasizes primary source reading, analysis and research.

WORLD HISTORY
World History is a study of the development of civilizations. Included in this study are historical facts, art, music, religion, and lifestyles of the common man in different regions of the world. Emphasis is also placed on contemporary history and current events.

WORLD HISTORY HONORS
RECOMMENDED: Teacher/Counselor Consultation
World History Honors is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. This course will serve as vertical teaming to prepare the foundations for Civics and Economics as well as American History. World History Honors provides the opportunity for advanced work, rigorous study and systematic study of major ideas and concepts found in the study of global history.

World Languages

Admission to college is based upon two levels of the same World Language; however, advanced levels are strongly recommended.

ADVANCED PLACEMENT FRENCH
PREREQUISITE: French IV
RECOMMENDED: Teacher/Counselor Consultation
AP French Language is designed to provide a rigorous intermediate college-level second-language course. The course emphasizes the comprehension of spoken and written French in various contexts, coherent and resourceful communication, and organizing and writing compositions. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines.

ADVANCED PLACEMENT SPANISH
PREREQUISITE: Spanish IV
RECOMMENDED: Teacher/Counselor Consultation
AP Spanish Language is designed to provide a rigorous intermediate college-level second-language course. The course emphasizes the comprehension of spoken and written Spanish in various contexts; coherent and resourceful communication; and the organization and writing of compositions. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines.

FRENCH I
PREREQUISITE: Teacher/Counselor Consultation
French I offers students an opportunity to study the French language and its culture. Students will develop, in French, the four skills of listening, speaking, reading, and writing within a given context. In addition, the study of grammar is integrated throughout the course. Students have an opportunity to study French culture through its products (e.g., literature, laws, food, games), perspectives (e.g., attitudes, values, beliefs), and practices (e.g., patterns of social interaction). Students acquire some insight into how languages and cultures work by comparing the French language and culture to their own.

FRENCH II
PREREQUISITE: French I
French II offers students an opportunity to continue the development of their listening, speaking, reading, and writing skills. At this level, students are able to satisfy basic survival needs and interact on issues of every day life inside and outside of the classroom setting. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values in French culture.

FRENCH III HONORS
PREREQUISITE: French II
RECOMMENDED: Teacher/Counselor Consultation
French III offers students additional opportunities to expand their listening, speaking, reading, and writing skills. At this level, students satisfy limited communication and social interaction demands as well as initiate face-to-face communication. Students continue to refine their knowledge and understanding of the French language and its culture by examining the interrelationship of French culture to their own.

FRENCH IV HONORS
PREREQUISITE: French III
RECOMMENDED: Teacher/Counselor Consultation
French IV enables students to communicate in writing and in extended conversations on a variety of topics. At this level, students narrate, discuss, and support fairly complex ideas and concepts. Students are able to satisfy routine social demands and meet most social requirements. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of French culture and its influence throughout the world.

SPANISH I
PREREQUISITE: Teacher/Counselor Consultation
Spanish I offers students an opportunity to study the Spanish language and its culture(s). Students will develop in Spanish, the four skills of listening, speaking, reading, and writing within a given context. In addition, the study of grammar is integrated throughout the course. Students have an opportunity to study Spanish culture(s) through its products (e.g., literature, laws, food, games), perspectives (e.g., attitudes, values, beliefs), and practices (e.g., patterns of social interaction). Students acquire some insight into how languages and cultures work by comparing the Spanish language and culture(s) to their own.

SPANISH II
PREREQUISITE: Spanish I
Spanish II offers students an opportunity to continue the development of their listening, speaking, reading, and writing skills. At this level, students are able to satisfy basic survival needs and interact on issues of everyday life inside and outside of the classroom setting. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values in Spanish culture(s).
SPANISH III HONORS
PREREQUISITE: Spanish II
RECOMMENDED: Teacher/Counselor Consultation
Spanish III offers students additional opportunities to expand their listening, speaking, reading, and writing skills. At this level, students satisfy limited communication and social interaction demands as well as initiate face-to-face communication. Students continue to refine their knowledge and understanding of the Spanish language and its culture(s) by examining the interrelationship of Spanish culture(s) to their own.

SPANISH IV HONORS
PREREQUISITE: Spanish III
RECOMMENDED: Teacher/Counselor Consultation
Spanish IV enables students to communicate in writing and in extended conversations on a variety of topics. At this level, students narrate, discuss, and support fairly complex ideas and concepts. Students are able to satisfy routine social demands and meet most social requirements. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of Spanish culture(s) and its influence throughout the world.

The Spanish Heritage courses are designed to enhance the heritage language of students and are not intended to replace English as a Second Language (ESL) instruction. While many of the skills, processes, and strategies will transfer to English, the course content will be delivered in Spanish. Upon completion of Spanish Heritage I and II, students can proceed to Spanish IV or AP Spanish.

SPANISH HERITAGE I
RECOMMENDED: Students will be assessed for appropriate placement
Spanish Heritage I is designed specifically for native/heritage speakers of Spanish who are already able to converse and understand Spanish. This course offers students the opportunity to maintain, develop, and refine their language skills. Students will have many opportunities to learn to read and write for a variety of purposes. Students are introduced to other Hispanic cultures all over the world including those represented in the classroom by comparing and contrasting the different cultures and languages/dialects.

SPANISH HERITAGE II HONORS
RECOMMENDED: Students will be assessed for appropriate placement
Spanish Heritage II continues to offer native/heritage speakers of Spanish the opportunity to maintain, develop, and refine their language skills. Students are provided many opportunities to listen, speak, read, and write in a variety of contexts and for a variety of audiences extending beyond the family, school, and immediate community. Students continue to explore the cultures of the Hispanic world in order to gain a better understanding of their own language and culture.

ADDITIONAL COURSES

INDIVIDUAL CURRICULUM CENTER
RECOMMENDED: Teacher recommendation
This course is designed to provide support to selected students who are enrolled in classes that require state assessments. Emphasis will be placed on pre-teaching concepts and vocabulary to enhance success.

LEADERSHIP
RECOMMENDED: Teacher recommendation
This course will assist students in exploring, developing, and building their own leadership style and skills. The students will implement and facilitate the school-wide initiative for recognition of students and staff.

LIBRARY SCIENCE
RECOMMENDED: Teacher recommendation (Strong reading, writing, and/or computer skills are recommended)
Students receive instruction and experience in various media center operations emphasizing computer skills and library skills such as research skills, operation of AV equipment, circulation and cataloging. Upon satisfactory completion of one semester and teacher recommendation, students may participate in the program for a second semester.

SUCCESS 101
This course is a transition course to assist students in their adjustment to high school. Much of the course focus is on developing organizational and time-management skills. Topics also covered include note and test-taking skills, study skills, interpersonal skills and career/academic planning. This course is also designed to support success in other classes.

TEACHER CADET I
RECOMMENDED: Teacher recommendation
Teacher Cadet I is a course for high school juniors and seniors who are considering education as a profession. Students will study the history of education/teaching, the philosophies of education/teaching, current issues of education, child development, methods of instruction, and school law. Students will observe teachers at all school levels on a limited basis under the direction of their teacher cadet instructor. Students must provide their own transportation.

TEACHER CADET II
RECOMMENDED: Teacher recommendation
Teacher Cadet II is an exploratory course in which juniors and seniors are assigned to a teacher at an elementary or middle school level where they apply their knowledge gained in Teacher Cadet I to the classroom experience. Teacher cadets focus on promoting students’ reading abilities and developing supportive relationships with students. Under the supervising teacher’s guidance, the cadets develop and teach at least three lessons to small groups. They keep journals of their activities and process experiences with Cadet peers and Cadet teacher. They read and respond to The Way They Learn. In addition, students will experience teaching as a career, serve as positive role models for elementary and middle school students, analyze strengths and weaknesses in students’ work and develop a rudimentary understanding of learning styles. Students must provide their own transportation.

TEACHER CADET I AND II HONORS
RECOMMENDED: Teacher recommendation
This should be a year-long course for parts 1 and 2 to be taken in a single year. The course is an internship course that requires students to work both on site and off site. Students study issues pertinent to the teaching profession including but no limited to: Classroom management, child development, learning modalities, introduction to special education, working with various educational contacts, etc. Students complete research and in class project based learning assignments as well as implementing activities within their internship class and school site.

TEEN LEADERSHIP
RECOMMENDED: Teacher recommendation
Teen Leadership is a program in which students develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of emotional intelligence and the skills it measures, which includes self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision-making and learn to make responsible financial decisions. They will develop an understanding of the effects of peer pressure, skills to counteract those effects, and problem-solving skills. They will develop an understanding of the principles of parenting, enabling them to become better family members and citizens. They will also develop an understanding of the need for vision in goal-setting, personally and professionally.

ACT PREP
This course will be open to all students eligible to take the ACT with an emphasis on advancing the core skills needed to improve scores; to include Math computation, English/grammar skills, ACT level vocabulary, reading comprehension and test taking strategies. This course is a Pass/Fail course. The grade will not impact GPA.
CAREER & TECHNICAL EDUCATION

COURSE OFFERINGS

The mission of Career and Technical Education (CTE) is to empower students for effective participation in a global economy as world-class workers and citizens. Career and Technical Education is designed to provide students opportunities to determine what they are passionate about and want to do - and not do - after high school. CTE courses are provided through seven Pathway Sectors.

CTE Pathways

<table>
<thead>
<tr>
<th>AGRICULTURAL EDUCATION</th>
<th>FAMILY &amp; CONSUMER SCIENCES EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS, FINANCE, &amp; MARKETING EDUCATION</td>
<td>HEALTH SCIENCE EDUCATION</td>
</tr>
<tr>
<td>CAREER DEVELOPMENT EDUCATION</td>
<td>TRADE, TECHNOLOGY, ENGINEERING, AND INDUSTRIAL EDUCATION</td>
</tr>
<tr>
<td>COMPUTER SCIENCE AND INFORMATION TECHNOLOGY EDUCATION</td>
<td></td>
</tr>
</tbody>
</table>

Career and Technical Education offers an array of honors courses to students who have demonstrated academic achievement and are interested in more challenging and demanding learning. CTE honors courses add quality points when computing grade point averages. Honors contracts are required.
The Lincoln County School of Technology (LCST) serves sophomores, juniors, and seniors from all four high schools. LCST offers pathway sectors and courses that are not available at the four traditional high schools. Bus transportation to and from LCST is available each class period for all students. Students can register for one or more LCST courses.

The Lincoln County School of Technology provides:
• Programs for those who plan to attend a two-year community college, a four-year university or enter the workforce upon graduation from high school.
• A curriculum oriented towards transferable skills, creative thinking, problem-solving and the utilization of technology such that students are able to adapt to an evolving work environment after high school.

## COURSE OFFERINGS

### HEALTH SCIENCE EDUCATION
- Health Science I and II
- Health Science II Honors
- Nursing Fundamentals Honors
- Public Health Fundamentals

### COMPUTER SCIENCE & INFORMATION TECHNOLOGY EDUCATION
- AP Computer Science Principles
- AP Computer Science A
- Computer Science Principles I
- Computer Science Principles I Honors
- Computer Science Principles II
- Computer Science Principles II Honors
- Cybersecurity Essentials*
- Cybersecurity Essentials Honors*
- Networking Security I*
- Networking Security I Honors*
- Networking Security II
- Networking Security II Honors
- Python Programming I*
- Python Programming I Honors*

### FAMILY AND CONSUMER SCIENCES EDUCATION
- Apparel I*
- Apparel II*
- Interior Design I*
- Interior Design I Honors*
- Interior Design II*
- Interior Design II Honors*
- Interior Digital Applications*

### TRADE, TECHNOLOGY, ENGINEERING & INDUSTRIAL EDUCATION
- Adobe Digital Design/Honors*
- Adobe Video Design/Honors*
- Adobe Visual Design/Honors*
- Advanced Manufacturing III and III Honors*
- Advanced Manufacturing IV and IV Honors*
- Automotive Service Fundamentals
- Automotive Service I
- Automotive Service II
- Automotive Service III
- Carpentry I*
- Carpentry II
- Construction Core*
- Digital Design & Animation*
- Digital Design & Animation Honors*
- Drafting I*
- Drafting Architectural II Honors*
- Drafting Engineering II Honors*
- Electrical Trades I
- Electrical Trades II
- Game Art & Design*
- PLTW Digital Electronics
- PLTW Intro. to Engineering Design
- PLTW Principles of Engineering

*Courses open to sophomores
CAREER AND TECHNICAL EDUCATION WORK-BASED LEARNING

Students enrolled in Career and Technical Education (CTE) courses have an opportunity to extend their education beyond classroom instruction through work-based learning. CTE students can only receive ONE (1) credit per year if they complete a CTE Internship or CTE Apprenticeship.

CTE APPRENTICESHIP PROGRAM

The admissions process is very selective and only a small number of students will be chosen.

Apprenticeship 2000 Criteria:
- Students must be at least 16 years of age
- Minimum unweighted GPA of 2.8
- Students must meet additional specific entrance criteria determined by participating companies

Apprenticeship Catawba Criteria:
- Minimum GPA of 3.0 is required
- Must apply during their junior year
- Students must meet additional specific entrance criteria determined by participating companies

Youth Apprenticeship 321 (Gaston College)
Students must be a junior or senior
- Minimum GPA of 2.5 is required
- Students must meet additional requirements
- Manufacturing Technology
- HVAC
- EMS (Tentative)

Additional Information:
- Students will receive only ONE (1) credit for the year
- Potential students are identified during the Fall semester of their junior year
- Interested students should see the Career Development Coordinator at the beginning of their junior year for more information

CTE INTERNSHIP PROGRAM

Criteria for Participation in the Internship Program
- Students may qualify for internships during the junior and senior year and as early as the summer prior to the junior year.
- A minimum cumulative GPA of 2.0 is required.
- Students should consider internships that enhance classroom learning and provide valuable experiences beyond the classroom.

Additional Information:
- To receive credit, students must do the following:
  - Successfully complete the minimum number of work hours.
  - Submit all completed paperwork, including the final evaluations.
  - Internships may be repeated for high school credit.
  - Students must re-enroll in the CTE Internship and it must be in a different location than the previous internship.
  - Students may take either the semester long course OR the year-long course, but will only receive ONE (1) high school credit.
  - Students should consult with the Career Development Coordinator if they are interested in a CTE internship.

CTE INTERNSHIP

PREREQUISITE: Students must complete a CTE course or be concurrently enrolled in a CTE course. Appropriate paperwork must be completed to be eligible for a CTE Internship.
A CTE Internship is a work-based learning experience that is directly related to classroom instruction and the chosen career focus of the student. CTE Internships allow students the opportunity to apply hands-on activities that are taught in class. Internships are an essential way for today’s youth to gain work experience and necessary skills to prepare them for their future careers. To receive credit, students must complete a minimum of 135 work hours (semester course) or 250 hours (year-long course.) In addition, students are responsible for submitting all completed paperwork, including final reports and evaluations.

LEVEL II CTE COURSES AND COMPLETER COURSES FOR 2020-21 SENIORS

AGRICULTURAL EDUCATION

AGRICULTURAL MECHANICS I

This course provides instruction to develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structure. The primary purpose is to prepare students to handle the day-to-day problems, accidents, and repairs they will encounter in their chosen agricultural career. Topics include: agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, etc. This course would allow students to explore mechanical and technical skills in the field of agriculture and would make broader ranges of Supervised Agriculture Experience areas and proficiency awards available to students.

AGRICULTURAL MECHANICS II

This course expands upon the knowledge and skills learned in Agricultural Mechanics I. The topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision-making. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, apprenticeship, and supervised agricultural experience. Supervised agricultural experience programs and National FFA Organization (FFA) leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. This is a community college articulated course.

AGRISCIENCE APPLICATIONS

Grade 9 ASBURY, ELHS, WLHS

Instruction integrates biological/physical sciences concepts to agriculture. This course focuses on environmental science, plant science, animal agriculture and agriculture engineering. Agriscience Applications serve as an overview for the four agricultural areas.

ANIMAL SCIENCE I

ELHS

Physiology, animal nutrition, and reproduction are major components in this curriculum and gives it a strong science emphasis. Students learn the science of profitable animal science production. Evaluation of animals and poultry gives the student the opportunity to apply the science of animal science production in a very practical manner. Students will understand diagnosis and treatment of various animal diseases. Students will learn and understand the impact of the small animal industry, including a career such as Veterinarian Technician.

ANIMAL SCIENCE II - Small Animal

ELHS

PREREQUISITE: Animal Science I

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. This course is designed to prepare students for advanced career exploration/decision-making. Students will discuss marketing strategies for agricultural products and develop a business plan for a sustainable grower.

ANIMAL SCIENCE II HONORS - Small Animal

ELHS

RECOMMENDED: Teacher/Counselor Consultation

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. This course is designed to prepare students for advanced career exploration/decision-making. Students will discuss marketing strategies for agricultural products and develop a business plan for a sustainable grower.

HORTICULTURE I

ASBURY, ELHS, WLHS

Instruction focuses on the broad field of horticulture, including the study of the basic scientific principles of producing, managing, and marketing fruits, vegetables, and ornamental plants. Units of instruction include leadership development, supervised agricultural experience program, plant growth and development, soils and nutrients, and pest management. The classroom, greenhouse, nursery, and land laboratory are used for instruction. This is a community college articulated course.

HORTICULTURE II

ELHS, WLHS

PREREQUISITE: Horticulture I

Instruction concentrates on the field of ornamental horticulture. Units of instruction include greenhouse plant production, landscape design/maintenance, floral design, nursery production, and lawn establishment/maintenance, with emphasis placed on greenhouse management and plant production. The classroom, greenhouse, nursery, and land laboratory are used for instruction.

HORTICULTURE II HONORS

ELHS, WLHS

PREREQUISITE: Horticulture I

RECOMMENDED: Teacher/Counselor Consultation

Instruction concentrates on the field of ornamental horticulture. Units of instruction include greenhouse plant production, landscape design/maintenance, floral design, nursery production, and lawn establishment/maintenance, with emphasis placed on greenhouse management and plant production. The classroom, greenhouse, nursery, and land laboratory are used for instruction. Students will be challenged to use critical thinking skills to solve problems and apply advanced, college-level horticultural concepts and procedures to real-life situations that are presented in the realm of Horticultural Industry.

SUSTAINABLE AGRICULTURE PRODUCTION I

ELHS

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. 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.

SUSTAINABLE AGRICULTURE PRODUCTION II

ELHS

PREREQUISITE: Sustainable Agriculture Production I

This course expands on the complexity of producing enough food and fiber to meet the world demand and at the same time maintain an economical 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, agriculture, aquaponics, hydroponics, vermiculture 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.

SUSTAINABLE AGRICULTURE PRODUCTION II HONORS

ELHS

PREREQUISITE: Sustainable Agriculture Production I

This course expands on the complexity of producing enough food and fiber to meet the world demand and at the same time maintain an economical 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, agriculture, aquaponics, hydroponics, vermiculture 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. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.
BUSINESS, FINANCE, AND MARKETING EDUCATION

ACCOUNTING I
This course is designed to provide an understanding of basic principles of the accounting cycle. Major areas of study include analyzing and recording business transactions, preparation and interpretation of financial statements, introduction to flow charts, accounting systems, taxes, basic types of business ownership, and accounting/data processing career orientation. The use of the computer and appropriate software is integrated into the course as it applies to accounting principles and applications.

ACCOUNTING I HONORS
RECOMMENDED: Teacher/Counselor Consultation
This course is designed to provide an understanding of basic principles of the accounting cycle. Major areas of study include analyzing and recording business transactions, preparation and interpretation of financial statements, introduction to flow charts, accounting systems, taxes, basic types of business ownership, and accounting/data processing career orientation. The use of the computer and appropriate software is integrated into the course as it applies to accounting principles and applications. The honors course will include differentiated activities and/or assignments that are more rigorous and challenging than the regular Accounting I class.

ACCOUNTING II HONORS
PREREQUISITE: Accounting I
RECOMMENDED: Teacher/Counselor Consultation
This course is designed to provide the student with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Major content areas include review of basic accounting procedures, accounting for major types of ownership, banking, budgetary control systems, accounting for taxes, notes and drafts, corporation accounting, and cost accounting. Students will be challenged to use critical thinking skills to solve problems and apply advanced, college-level accounting concepts and procedures to real-life situations that are presented in the realm of International Business. This is a community college articulated course.

BUSINESS LAW
This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Apprenticeship and cooperative education are not available for this course.

BUSINESS LAW HONORS
RECOMMENDED: Teacher/Counselor Consultation
This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Academically-challenging activities include: research constitutional law and related projects in each unit of study. Apprenticeship and cooperative education are not available for this course.

BUSINESS MANAGEMENT I
PREREQUISITE: Principles of Business and Finance
This course covers the organizational functions of businesses including quality concepts, project management, and problem-solving. Emphasis is placed on analyzing social, technological, and organizational systems in businesses such as human relations, data management, and meeting and conference coordination. Work-based learning strategies appropriate to this course are school-based enterprises, internships, and apprenticeships.

BUSINESS MANAGEMENT I HONORS
PREREQUISITE: Principles of Business and Finance
This course covers the organizational functions of businesses including quality concepts, project management, and problem-solving. Emphasis is placed on analyzing social, technological, and organizational systems in businesses such as human relations, data management, and meeting and conference coordination. Work-based learning strategies appropriate to this course are school-based enterprises, internships, and apprenticeships. Students enrolled in the honors section will be expected to complete a paper, presentation, and portfolio detailing advanced learning outcomes.

BUSINESS MANAGEMENT II
PREREQUISITE: Business Management I
This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills.

BUSINESS MANAGEMENT II HONORS
PREREQUISITE: Business Management I
This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

FASHION MERCHANDISING
In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion.

FASHION MERCHANDISING HONORS
RECOMMENDED: Teacher/Counselor Consultation
In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Students will complete an in-depth academically rigorous portfolio project of fashion merchandising.

HOSPITALITY AND TOURISM
PREREQUISITE: Marketing or Sports Entertainment Marketing I
In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion.

HOSPITALITY AND TOURISM HONORS
PREREQUISITE: Marketing or Principles of Business/Finance or Sports & Entertainment Marketing I
RECOMMENDED: Teacher/Counselor Consultation
In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. Students will complete an in-depth academically challenging and rigorous portfolio project of hospitality and tourism. The Career and Technical Education Student Organization is DECA.

MARKETING
Students develop knowledge, skills, and attitudes that prepare them to enter the field of marketing. Instructional areas include marketing and business foundations, economic foundations, human resource foundations, selling and sales-related skills, risk management, and promotion.

MARKETING HONORS
RECOMMENDED: Teacher/Counselor Consultation
In this course, students develop an understanding of the processes involved from the creation to the consumption of products/service. 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 impact on business operations. Work-based learning strategies include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. The honors course will include differentiated activities and/or assignments that are more rigorous and challenging than the regular marketing course. Apprenticeship is not available for this course.

MARKETING APPLICATIONS
In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing information management, marketing planning, products and services management, and selling.

MARKETING APPLICATIONS HONORS
In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing information management, marketing planning, products and services management, and selling. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

PRINCIPLES OF BUSINESS AND FINANCE
This course introduces the major principles and concepts that are the foundation for future study of business and management. Topics of study include: basic business principles, personal finance concepts, financial planning, financial instructions, management concepts, systems thinking, quality management, consumer rights and responsibilities, credit, investing, and the current business environment in a multinational marketplace. Communication skills and basic math concepts are used.

PRINCIPLES OF BUSINESS AND FINANCE HONORS
RECOMMENDED: Teacher/Counselor Consultation
This course introduces the major principles and concepts that are the foundation for future study of business, management and finance. Topics of study include basic business principles, personal finance concepts, financial planning, financial institutions, management concepts, systems thinking, quality management, consumer rights and responsibilities, credit, investing, and the current business environment in a multinational marketplace. Communication skills and math concepts are used. Students will complete an honors portfolio for the course. Additional reading, finance mathematics, research project and portfolio are required of honors students.

PROJECT MANAGEMENT
Grades 10-12
PREREQUISITE: Principles of Business and Finance
This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through the project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations.

SPORTS AND ENTERTAINMENT MARKETING I
This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights, business foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

SPORTS AND ENTERTAINMENT MARKETING I HONORS
In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Work-based learning strategies include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. The honors course will include differentiated activities and/or assignments that are more rigorous and challenging than the regular Sports and Entertainment course.

SPORTS AND ENTERTAINMENT MARKETING II HONORS
PREREQUISITE: Sports and Entertainment Marketing I
RECOMMENDED: Teacher/Counselor Consultation
This course is designed for students interested in an advanced study of sports, entertainment and event marketing. Emphasis is placed on the following principles as they apply to the industry: business management, career development options, client relations, ethics, event management, legal issues, contracts, promotion and sponsorships. Academically rigorous related activities in each unit and emphasis on skills in communication, human relations, mathematics, psychology, and technical writing. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences and competitions provide many opportunities for application in instructional competencies.

CAREER DEVELOPMENT
EDUCATION

CAREER MANAGEMENT
GRADE: 9-10
This course is designed to prepare students to locate, secure, keep, and change careers. Career Management is designed to help students examine their personal strengths and interests and how these might relate to a career. The course is designed to develop fundamental attitudes and behaviors needed to secure employment and advance in a career. Career research, decision-making and career planning receive special emphasis, with students creating a journal, a career research project, a career plan, and career portfolio. Work-based learning strategies for this course include field trips, job shadowing, career consultation and service learning. This course fits in to all career pathways/career clusters.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY
EDUCATION

ADVANCED PLACEMENT COMPUTER SCIENCE A
LCST
PREREQUISITE: AP COMPUTER SCIENCE PRINCIPLES
RECOMMENDED: Teacher/Counselor Consultation
AP Computer Science A is equivalent to a first-semester, college-level course in computer science. This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES
LCST
RECOMMENDED: Teacher/Counselor Consultation
AP Computer Science Principles introduces students to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, students will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. The major areas of study in the course are creativity, abstraction, data and information, algorithms, programming, the internet, and global impact.

COMPUTER SCIENCE PRINCIPLES I
This course is intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play.

COMPUTER SCIENCE PRINCIPLES I HONORS
This course is intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science.
Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

COMPUTER SCIENCE PRINCIPLES II
PREREQUISITE: Computer Science Principles I
This second level course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of CSP I. This course offers a more in-depth examination of the “Big CS ideas” including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

CYBERSECURITY ESSENTIALS
This course is designed for students who are considering IT as a career with specialization in cybersecurity. This course provides an overview of the fundamentals of networking and general concepts involved in maintaining a secure network computing environment. This course also provides students with an overview of the fundamentals of cybersecurity, the nature and scope of today’s cybersecurity challenges, strategies for network defense, as well as detailed information about next generation cybersecurity solutions.

CYBERSECURITY ESSENTIALS HONORS
This course is designed for students who are considering IT as a career with specialization in cybersecurity. This course provides an overview of the fundamentals of networking and general concepts involved in maintaining a secure network computing environment. This course also provides students with an overview of the fundamentals of cybersecurity, the nature and scope of today’s cybersecurity challenges, strategies for network defense, as well as detailed information about next generation cybersecurity solutions. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

INTRODUCTION TO COMPUTER SCIENCE USING MAKE CODE
Students will learn how to code by working in a real software development environment to design, program and publish mobile apps and games. This course features lessons that emphasize hands-on coding while developing mathematical skills essential to be successful in the industry of computer programming.

INTRODUCTION TO COMPUTER SCIENCE USING MAKE CODE HONORS
RECOMMENDED: Teacher/Counselor Consultation
Students will learn how to code by working in a real software development environment to design, program and publish mobile apps and games. This course features lessons that emphasize hands-on coding while developing mathematical skills essential to be successful in the industry of computer programming. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

MICROSOFT EXCEL HONORS
RECOMMENDED: Teacher/Counselor Consultation
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in the newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Apprenticeship is not available for this course. Students will prepare and test for the Microsoft Office Specialist Certification (MOS) in Excel, Excel Expert and Access, which are nationally recognized credentials.

MICROSOFT WORD AND POWERPOINT
Students in Microsoft IT Academies 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, 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. Apprenticeship is not available for this course. Students will prepare and test for the Microsoft Office Specialist Certification (MOS) in Word, Word Expert and PowerPoint, which are nationally recognized credentials.

NETWORKING SECURITY I
PREREQUISITE: Cybersecurity Essentials
This course is designed to provide students with a solid foundation in Network Security. Topics include focusing on threats, attacks and vulnerabilities, technologies and tools, and architecture and design.

NETWORKING SECURITY I HONORS
PREREQUISITE: Cybersecurity Essentials
This course is designed to prepare students with the skills and knowledge to install, configure, and troubleshoot computer networks. Students will focus on identifying and accessing management, risk management, and cryptography and PKI.

NETWORKING SECURITY II
PREREQUISITE: Networking Security I
This course is designed to prepare students with the skills and knowledge to install, configure, and troubleshoot computer networks. Students will focus on identifying and accessing management, risk management, and cryptography and PKI. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

MICROSOFT WORD AND POWERPOINT HONORS
RECOMMENDED: Teacher/Counselor Consultation
Students in Microsoft IT Academies 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, 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. Apprenticeship is not available for this course. Students will prepare and test for the Microsoft Office Specialist Certification (MOS) in Word, Word Expert and PowerPoint, which are nationally recognized credentials.

MICROSOFT PROGRAMMING I
PREREQUISITE: Teacher/Counselor Recommendation
This course is designed to introduce the concepts of programming, application development, and writing software solutions using Python Programming. Python is currently one of the most popular programming languages used for general purposes and high-level programming. Python can be used to develop desktop GUI applications, websites and web applications.

MICROSOFT PROGRAMMING I HONORS
PREREQUISITE: Teacher/Counselor Recommendation
This course is designed to introduce the concepts of programming, application development, and writing software solutions using Python Programming. Python is currently one of the most popular programming languages used for general purposes and high-level programming. Python can be used to develop desktop GUI applications, websites and web applications. Students enrolled in the honors course will use high-level skills to design and create programming solutions. Students will be expected to take the MTA Exam 98-381: Introduction to Python Programming Using Python credential at the conclusion of the course.
APPLIANCE I
In this course students are introduced to the clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, color and design, sewing, and design. Emphasis is placed on students applying and understanding the concepts and design of apparel and accessories. Art, mathematics, science, and technology are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

PREREQUISITE: Food and Nutrition I

FOOD AND NUTRITION II HONORS
PREREQUISITE: Food and Nutrition I
RECOMMENDED: Teacher/Counselor Consultation
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. Students will be expected to take the Servsafe Certification credential for this course.

FOOD AND NUTRITION III HONORS
PREREQUISITE: Food and Nutrition I
RECOMMENDED: Teacher/Counselor Consultation
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. Students will be expected to take the Servsafe Certification credential for this course. Students enrolled in the honors course will be expected to complete a paper, presentation, and portfolio detailing advanced learning outcomes. In addition, students will be expected to design and manage an entrepreneurial experience under the supervision of the teacher.

INTERIOR DESIGN I
This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques.

INTERIOR DESIGN II HONORS
PREREQUISITE: Interior Design I
RECOMMENDED: Teacher/Counselor Consultation
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. The Career and Technical Education Student Organization is Family, Career, and Community Leaders of America (FFCLA). A post-assessment test is required which counts as 20% of the course grade.

INTERIOR DESIGN III HONORS
PREREQUISITE: Interior Design I
RECOMMENDED: Teacher/Counselor Consultation
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Students will complete an in-depth academically rigorous portfolio of Interior Design.

INTERIOR DIGITAL APPLICATIONS HONORS
PREREQUISITE: Interior Design I
This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques.

INTERIOR DESIGN III
PREREQUISITE: Interior Design I
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Students will complete an in-depth academically rigorous portfolio of Interior Design.

INTERIOR DIGITAL APPLICATIONS HONORS
PREREQUISITE: Interior Design I
This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques.

FOOD AND NUTRITION I
Grades 10-12
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.

FOOD AND NUTRITION II
PREREQUISITE: Food and Nutrition I
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. Students will be expected to take the Servsafe Certification credential for this course.
PRINCIPLES OF FAMILY AND HUMAN SERVICES
Students will learn core functions of the human services field, individual, family, community systems, and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, analyzing community issues, and developing management skills. Activities engage student in exploring various professions while also helping to build essential life skills they can apply to their own lives to achieve optimal well-being.

HEALTH SCIENCE EDUCATION

BIOMEDICAL TECHNOLOGY
PREREQUISITE: HEALTH SCIENCE I
This survey course challenges students to investigate current and 21st century medical and health care practices using computerized databases, the internet, media, and health team professionals. Topics include the world of biomedical technology, the language of medicine, forensics, present and evolving biomedical specialties, biomedical ethics, and health career development.

FOUNDATIONS OF HEALTH SCIENCE
This course is designed to assist potential health-care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making.

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. This is a community college articulated course.

HEALTH SCIENCE I HONORS
RECOMMENDED: Teacher/Counselor Consultation
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. The honors course will include differentiated activities and rigorous and challenging assignments.

HEALTH SCIENCE II
LCST, ELHS, NLHS, WLHS
PREREQUISITE: Health Science I
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. The honors students will be required to research assigned topics, present findings to the class, and demonstrate leadership skills. Students are required to pay a fee of $27 (approximately) for the CPR certification. This is a community college articulated course. Student Credential and Certification: Cardiopulmonary Resuscitation (CPR)

NURSING FUNDAMENTALS HONORS
LCST
PREREQUISITE: Health Science II
RECOMMENDED: Teacher/Counselor Consultation
This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP), Students who pass the NNAAP become listed on the NC NAI Registry. Work-based learning strategies appropriate for this course include a 40-hour required clinical internship in a long-term care agency. Health care agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Students who meet the criteria to pursue Nurse Aide Level I certification will be required to pay a $101 (approximate) exam fee. Additionally, fees include a $12 (approximate) TB Skin Test and a $30 (approximate) uniform. Student credential and certification: Nurse Aide Level I Certification.

PUBLIC HEALTH FUNDAMENTALS
LCST
PREREQUISITE: Health Science II
Public Health Fundamentals is designed to assist future healthcare professionals understand the unique challenges and strategies involved in health-care delivery in a less controlled environment outside traditional facilities and without traditional in-house supervision. PHF is the Division of Health Service Regulation’s Home Care Aide course. Applied learning experiences will be in the classroom and possibly through academic field trips. Home Care Aide Endorsement: Students must take the Nursing Fundamentals course to be eligible for the Home Care Aide Endorsement. A student who earns a final grade of 80 or higher in this course with full participation in all applied learning experiences is entitled to receive the “HOME CARE AIDE” endorsement on the NC Nurse Aide I Registry. Students must successfully complete the Nursing Fundamentals course and receive their NC Nurse Aide I certification within a two-year period to qualify to add the Home Care Aide endorsement on their Nurse Aide I Registry.

ADOBE DIGITAL DESIGN
LCST
PREREQUISITE: Adobe Visual Design
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 and Flash certification. Students will have the opportunity to earn several industry credentials in this course.

ADOBE DIGITAL DESIGN HONORS
LCST
PREREQUISITE: Adobe Visual Design
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. Students enrolled in the honors course will be expected to complete a paper, presentation, and portfolio detailing advanced learning outcomes.

ADOBE VIDEO DESIGN
LCST
PREREQUISITE: Adobe Visual Design
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. Students enrolled in the honors course will be expected to complete a paper, presentation, and portfolio detailing advanced learning outcomes.

ADOBE VIDEO DESIGN HONORS
LCST
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. Students enrolled in the honors course will be expected to complete a paper, presentation, and portfolio detailing advanced learning outcomes.
ADobe Visual Design LCST
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, InDesign, and Illustrator certification. Students will have the opportunity to earn several industry credentials in this course.

Advanced Manufacturing I
In the Introductory Manufacturing course, students will be exposed to the principles, processes, and career choice related to manufacturing. Students will learn blueprint reading, mechanism technologies, the various types of fasteners and tools utilized in industrial manufacturing, as well as fundamentals of electronics. Students will also learn the theories and programming behind Programmable Logic Controllers (PLCs) and their applications to industrial applications.

Advanced Manufacturing I Honors
RECOMMENDED: Teacher/Counselor Consultation
In the Introductory Manufacturing course, students will be exposed to the principles, processes, and career choice related to manufacturing. Students will learn blueprint reading, mechanism technologies, the various types of fasteners and tools utilized in industrial manufacturing, as well as fundamentals of electronics. Students will also learn the theories and programming behind Programmable Logic Controllers (PLCs) and their applications to industrial applications. The honors course will include differentiated activities and/or assignments that are more rigorous and challenging than the Advanced Manufacturing I course.

Advanced Manufacturing II
PREREQUISITE: Advanced Manufacturing I
In the second level manufacturing course, students will learn manufacturing and industrial safety techniques, as well as OSHA regulations in a manufacturing environment. In addition, students learn the foundations of mechanical measurement and quality control, basic concepts of electricity and electrical control. Students will apply theory and programming of Programmable Logic Controllers (PLCs) at an advanced level.

Advanced Manufacturing II Honors
RECOMMENDED: Teacher/Counselor Consultation
In the second level manufacturing course, students will learn lean manufacturing and industrial safety techniques, as well as OSHA regulations in a manufacturing environment. In addition, students learn the foundations of mechanical measurement and quality control, basic concepts of electricity and electrical control. Students will apply theory and programming of Programmable Logic Controllers (PLCs) at an advanced level. The honors course will include differentiated activities and/or assignments that are more rigorous and challenging than the Advanced Manufacturing II course.

Advanced Manufacturing III
PREREQUISITE: Advanced Manufacturing II
In the third level manufacturing course, students will learn advanced electronics, sensor technology (digital and analog), the functions of pneumatics systems and electro-pneumatics, PLC technology, and mechatronics systems integration.

Advanced Manufacturing III Honors
RECOMMENDED: Teacher/Counselor Consultation
In the third level manufacturing course, students will learn advanced electronics, sensor technology (digital and analog), the functions of pneumatics systems and electro-pneumatics, PLC technology, and mechatronics systems integration. The honors course will include differentiated activities and rigorous and challenging assignments.

Advanced Manufacturing IV Honors
RECOMMENDED: Teacher/Counselor Consultation
In the fourth level manufacturing course, students will study robotics and material handling (pneumatic circuits), the fundamentals of hydraulics and electro-hydraulics, mechanical systems, further study in mechatronics systems integration, and PLC technology. The honors course will include differentiated activities and rigorous and challenging assignments.

Automotive Service Fundamentals LCST
This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. 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.

Automotive Service II
PREREQUISITE: Automotive Services Fundamentals
This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. 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.

Automotive Service III
PREREQUISITE: Automotive Service II
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, drivetrain, 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. 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).

Automotive Service IV
PREREQUISITE: Automotive Service III
This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, diagnosis of brakes, electrical systems, drivetrain, 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. 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).

Carpentry I
PREREQUISITE: Core and Sustainable Construction
This course covers a basic introduction to construction trade industry; materials, fasteners, and adhesives; apply hand and power tools; introduction to concrete, floor systems; wall and ceiling systems; and basic stair layout. A performance assessment is required. This is a community college articulated course. Student credentialing and certification: This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.

Carpentry II
PREREQUISITE: Carpentry I
This course covers in-depth advanced technical aspects of carpentry. Topics include roof framing, roofing applications, thermal and moisture protections, introduction to weatherization, windows and doors, and exterior finishes. This is a community college articulated course. Student credentialing and certification: This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.
CONSTRUCTION CORE  LCST
This course covers the National Center for Construction Education and Research (NCER) core certification modules required for all of the NCER curriculum area programs, and an addition Green module. The course content includes basic safety, construction math, and introduction to hand tools, introduction to blueprints, introduction to power tools, basic communication skills, basic employability skills, basic rigging, and your role in the new environment. A performance assessment is required. Student credentialing and certification: This course helps prepare students for National Center for Construction Education and Research (NCER) certification.

DIGITAL DESIGN AND ANIMATION I  LCST
This course focuses on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build, needed skills for subsequent courses.

DIGITAL DESIGN AND ANIMATION I HONORS  LCST
This course focuses on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build, needed skills for subsequent courses. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

DRAFTING I  LCST
This course introduces students to the basics of drafting and begins with understanding concepts and fundamentals relating to Drafting and looking at career options. Students will also be required to apply sketching skills and techniques related to 2D, 3D, single, and multi-view sketching. The majority of this class (80%) applies to the use and mastery of AutoCad. Drafting I helps prepare students for Drafting II Engineering and/or Drafting II/Architecture.

DRAFTING I HONORS  LCST
RECOMMENDED: Teacher/Counselor Consultation
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, and mathematics. Students will be rigorously challenged to use critical-thinking skills to solve problems and apply advanced, college-level calculations, concepts and procedures to real-life situations that are presented in the realm of National building codes.

DRAFTING II HONORS - ARCHITECTURE  LCST
RECOMMENDED: Teacher/Counselor Consultation
This course introduces students to the use of simple and complex tools as well as the skills used to communicate, analyze, and understand ideas and concepts found in the areas of architecture, science, and mathematics. Students will be rigorously challenged to use critical-thinking skills to solve problems and apply advanced, college-level calculations, concepts and procedures to real-life situations that are presented in the realm of National building codes.

DRAFTING II HONORS - ENGINEERING  LCST
RECOMMENDED: Teacher/Counselor Consultation
This course focuses on engineering graphics, symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of manufacturing processes, dimensioning, sectional views, primary auxiliary views, and 3-D modeling using CAD. Students will have the opportunity to design and manufacture a project. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes, product, and 3-D renderings. This is a community college articulated course.

ELECTRICAL TRADES I  LCST
PREREQUISITE: Core and Sustainable Construction
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. This course helps prepare students for National Center for Construction Education and Research (NCER) certification.

ELECTRICAL TRADES II HONORS  LCST
PREREQUISITE: Electrical Trades I
This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, device boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding. 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 (NCER) certification.

GAME ART AND DESIGN  LCST
PREREQUISITE: DIGITAL DESIGN AND ANIMATION I
RECOMMENDATION: Teacher/Counselor Consultation
This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, 2D visual theory, programming, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software.

GAME ART AND DESIGN HONORS  LCST
PREREQUISITE: DIGITAL DESIGN AND ANIMATION I
This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, 2D visual theory, programming, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. The honors course will include differentiated activities and rigorous and challenging assignments.

PLTW INTRODUCTION TO ENGINEERING DESIGN  LCST
PREREQUISITE: Math I
RECOMMENDED: Teacher/Counselor Consultation
Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems and engineering design process. Utilizing the activity-project problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions.

PLTW DIGITAL ELECTRONICS  LCST
PREREQUISITE: PLTW Introduction to Engineering Design or PLTW Principles of Engineering
In this advanced-level PLTW Pathway to Engineering course, students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.

PLTW PRINCIPLES OF ENGINEERING  LCST
PREREQUISITE: PLTW Introduction to Engineering Design
This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students have the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based (APB) learning.
Career and College Promise (CCP) provides seamless dual enrollment educational opportunities TUITION FREE for eligible high school students. CCP is very prescriptive and allows students the opportunity to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills while still in high school. To maintain eligibility for continued enrollment, a student must continue to make progress toward high school graduation and maintain a 2.0 GPA in college coursework after completing two courses.

The Career and College Promise is a special program in which high school students can take classes at Gaston College while still in high school. Every high school student should consider this incredible opportunity. Here are just some of the many benefits:

1. Earn college credits tuition-free, while in high school.
2. Receive dual credit (college and high school credit for the same course)
3. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges.
4. Some high school graduation requirements can be fulfilled with CCP courses.

SPECIAL CONSIDERATIONS

1. While the CCP courses are tuition-free, students are responsible for providing their own transportation to CCP classes, fees, and books.
2. Students must meet eligibility requirements to be enrolled in CCP courses.

COLLEGE TRANSFER PATHWAYS lead to 32-43 semester hours of college transfer credit in one of two areas:

- Associate in Arts (32-41 SHC)
- Associate in Science (35-43 SHC)

To enroll in one of the College Transfer Pathways, a student must be a junior or senior, have an unweighted GPA of 2.8 or higher on high school courses OR demonstrate college readiness on approved assessments in English, Reading, and Math. If a student completes a pathway prior to graduating from high school, they are able to continue working toward the degree while still in high school. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges.

CAREER AND TECHNICAL EDUCATION PATHWAYS lead to a certificate, diploma, or degree

- Air Conditioning, Heating and Refrigeration Technology
- Automotive Systems Technology
- Basic Biotechnology
- Business Administration
- Computer-Integrated Machining Technology
- Cosmetology (Lincoln Campus)
- Criminal Justice
- Electrical Systems Technology
- Esthetics
- Fire Protection Technology
- Forensic Science
- Foundations of Biotechnology
- Human Services Technology
- Information Technology Core
- Manufacturing Technology/Foundation of Engineering
- Welding Technology

To enroll in one of the CCP Career and Technical Education Certificates, a student must be a junior or senior, have an unweighted GPA of 2.8 or higher on high school courses OR demonstrate college readiness on approved assessments in English, Reading, and Math. Principals (or their designee) may still submit a waiver to allow a student entry into a CTE pathway. If a waiver is submitted, the principal (or their designee) will need to provide a rational for why the GPA requirement is waived. CTE pathways that include UGETC (Universal General Educational Transfer Component) courses will not be eligible for the principal waiver for entry into the CCP Program.

For additional information, visit the Gaston College Career and College Promise website https://www.gaston.edu/career-college-promise/
CAREER AND COLLEGE PROMISE (CCP)
DUAL CREDIT ALLOWANCES

DUAL ENROLLMENT COURSE CREDITS
Students may earn credit for any high school course and meet graduation requirements using an appropriate college course or combination of college courses or designated AP courses. Principals shall award dual credit according to the Career and College Promise program guidelines established by the Department of Public Instruction (DPI). For courses not addressed by DPI guidance, a principal may award dual credit for a college course if an evaluation of the course content against NC Standard Course of Study requirements demonstrates that the college course offers substantial coverage of the high school course standards. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges. College and university courses shall earn high school dual credit as specified below:

<table>
<thead>
<tr>
<th>HIGH SCHOOL CREDITS</th>
<th>SEMESTER HOURS CREDIT</th>
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<tbody>
<tr>
<td>0</td>
<td>1-2</td>
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<tr>
<td>1</td>
<td>3-4*</td>
</tr>
<tr>
<td>2</td>
<td>5-8**</td>
</tr>
<tr>
<td>3</td>
<td>9 or more**</td>
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</tbody>
</table>

* For college courses having an associated lab component (such as math or foreign language lab), the combination of the course and the lab count as a single course and earn one credit only.
** These occur only in certain Career and Technical Education courses.

For detailed information on how students may earn high school and college credit, please refer to the Dual Enrollment section on page 8.

For Gaston College CCP Courses to meet the High school graduation requirement for:

<table>
<thead>
<tr>
<th>You must pass these Gaston College CCP classes: (version 2.0 July 2014)</th>
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<tbody>
<tr>
<td>English III</td>
</tr>
<tr>
<td>3 CCP Courses: ENG 111 AND ENG 112 AND</td>
</tr>
<tr>
<td>(Either ENG 231 OR ENG 232)</td>
</tr>
<tr>
<td>English IV</td>
</tr>
<tr>
<td>3 CCP Courses: ENG 241 OR 242 WITH ENG 111 and 112</td>
</tr>
<tr>
<td>4th Math</td>
</tr>
<tr>
<td>Any ONE of these: MAT 143,152,171,172, 263, 271, 272</td>
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<tr>
<td>A physical science credit</td>
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<tr>
<td>BOTH CHM 151 AND CHM 152 OR</td>
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<tr>
<td>BOTH PHY 151 AND PHY 152 OR</td>
</tr>
<tr>
<td>BOTH PHY 251 AND PHY 252</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>BOTH BIO 111 AND BIO 112 (Must complete the EOC to meet</td>
</tr>
<tr>
<td>High School Graduation Requirement)</td>
</tr>
<tr>
<td>World History</td>
</tr>
<tr>
<td>BOTH HIS 111 AND HIS 112</td>
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<tr>
<td>American History I</td>
</tr>
<tr>
<td>HIS 131</td>
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<tr>
<td>American History II</td>
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<tr>
<td>HIS 132</td>
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<tr>
<td>One elective credit</td>
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<tr>
<td>Any single Gaston College CCP course</td>
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For more information and enrollment forms, please contact your high school guidance counselor. For the most current information go to https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education
### GRADUATION REQUIREMENTS CHECKLIST

Student Name _________________________  School __________________ Grade ________  
Entry Date ____________ 4 Year Graduation Date _____________________

<table>
<thead>
<tr>
<th>ENGLISH (4 CREDITS)</th>
<th>MATH (4 CREDITS)</th>
<th>PHYSICAL EDUCATION (1 CREDIT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ English I</td>
<td>□ NC Math I</td>
<td>□ Health &amp; PE</td>
</tr>
<tr>
<td>□ English II</td>
<td>□ NC Math II</td>
<td>□ (CPR - No Credit)</td>
</tr>
<tr>
<td>□ English III</td>
<td>□ NC Math III</td>
<td></td>
</tr>
<tr>
<td>□ English IV</td>
<td>□ 4th Math</td>
<td></td>
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</tbody>
</table>

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<tr>
<th>SOCIAL STUDIES (4 CREDITS)</th>
<th>SCIENCE (3 CREDITS)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>□ World History</td>
<td>□ Earth Science</td>
<td></td>
</tr>
<tr>
<td>□ American History:</td>
<td>□ Biology</td>
<td></td>
</tr>
<tr>
<td>The Founding Principles</td>
<td>□ A physical science</td>
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<tr>
<td>Civics, and Economics</td>
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<tr>
<th>ART</th>
<th>CTE</th>
<th>WORLD LANGUAGE</th>
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<thead>
<tr>
<th>ELECTIONS</th>
<th>REQUIRED TWO (2) from any combination from either area (Art, CTE or World Language)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ART</td>
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<td></td>
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<td>CTE</td>
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<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>WORLD LANGUAGE</td>
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<table>
<thead>
<tr>
<th>AND ADDITIONAL GENERAL 10 OTHERS REQUIRED</th>
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</table>

28 TOTAL CREDITS NEEDED FOR GRADUATION
### HIGH SCHOOL COURSE PLANNING WORKSHEET

Name__________________________________________________________Class of__________________

Postsecondary Plans________________________________________________________________________

Career Interest(s)__________________________________________________________________________

<table>
<thead>
<tr>
<th>FOUR YEAR PLAN FOR HIGH SCHOOL</th>
</tr>
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<tbody>
<tr>
<td>9th GRADE</td>
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<tr>
<td>___________</td>
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</tbody>
</table>

| Alternates | Alternates | Alternates | Alternates |
|_________    |_________    |_________    |_________    |
|_______      |_________    |_________    |_________    |

**Instructions:**
1. Select courses which you plan to take in each grade and list them in the chart above.
2. Ensure that alternates are selected for each year.
3. Check course recommendations which are listed in this guide to ensure your plan is appropriate.

**COLLEGE FOUNDATION OF NORTH CAROLINA [www.cfnc.org](http://www.cfnc.org)**
The College Foundation of North Carolina is a great website for parents and students to utilize in researching information about college and careers. This website provides information about all colleges/universities in North Carolina, college test prep for the ACT and SAT, scholarships and financial aid, 529 savings plan, summer opportunities, and so much more. CFNC also provides interest inventories and surveys for students to complete to help them find a possible career choice. Students can use their results to find out more information about possible careers such as skills needed, salaries, what education level is needed, and websites related to possible career choices.

It is highly encouraged for students to create a CFNC account and begin their research about careers and college early in their high school career. When creating a CFNC account please use the space below to record your account name and password. Please place this information in a safe place where you can have access at any time.

CFNC Account Name: ____________________________
CFNC Password: ________________________________

*See your counselor if you have questions or if you need assistance.*
Course Index

A
Accounting I & I H, & II & II H  34
ACT Prep  29
Adobe Digital Design & Honors  38
Adobe Video Design & Honors  38
Adobe Visual Design  39
Advanced Manufacturing I, I H, II, II H  39
Advanced Manufacturing Ill, III H, IV H  39
Aerospace Science 100-400  22
Aerospace Science Honors Project  22
Agricultural Mechanics I, II  33
Anatomy & Physiology (L) & H  24
Animal Science I  33
Animal Science II & II Honors- Small Animal  33
AP Biology (L)  25
AP Calculus AB  23
AP Calculus BC  23
AP Chemistry (L)  24
AP Computer Science A  35
AP Computer Science Principles  35
AP English Language & Composition  19
AP English Literature & Composition  19
AP Environmental Science (L)  25
AP European History  25
AP French  26
AP Human Geography & Migration  26
AP Music Theory  20
AP Physics I (L) & II (L)  25
AP Psychology  27
AP Spanish  28
AP Statistics  23
AP Studio Art Drawing Portfolio  20
AP Studio Art 2-D Design Portfolio  20
AP Studio Art 3-D Design Portfolio  20
AP United States Govern. & Politics  27
AP United States History  27
AP World History  27
Apparel I & II & II Honors  37
Astronomy  25
Automotive Service Fundamentals  39
Automotive Service I, II, III  39
B
Band Beginning & Intermediate  20-21
Band Proficient Honors  21
Band Advanced Honors  21
Biological Science (L)  26
Biological Science Honors (L)  26
Biological Science II Honors (L)  26
Carpentry II, III  26
Chemistry (L)  26
Chemistry Honors (L)  26
Chemistry II Honors (L)  26
Child Development  37
Computer Science Principles I & Honors  35
Computer Science Principles II & Honors  36
Construction Core  40
Critical Analysis of Film  19
Current Events  27
Current Events World Problems  27
Cybersecurity Essentials & Honors  36
D
Digital Design and Animation I & H  40
Discrete Mathematics for Computer Science  24
Drafting I  40
Drafting I Honors  40
Drafting II, IIH - Architecture  40
Drafting II & H - Engineering  40
Earth/Environmental Science (L)  26
Earth/Environmental Science Honors (L)  26
Electrical Trades I, II  40
English I, II, III, IV  19
English Honors I, II, III, IV  19
English as a 2nd Lang. Beginner  19
English as a 2nd Lang. Intermediate  19
Fashion Merchandising & Honors  34, 37
Foods and Nutrition I  37
Foods and Nutrition II & Honors  37
Foundations of NC Math I & II  24
Foundations of Reading  19
Foundations of Health Science  38
French I, II, IIIH, IVH  28
Game Art and Design & H  40
Health/Physical Education  22
Health Science I, II, III, IIIH  38
Horticulture I, II, IIIH  33
Hospitality and Tourism & Honors  34
Individual Curriculum Center  29
Interior Design I & IIH, II & IIIH  37
Interior Digital Applications  37
Introduction to Computer Science using Make Code  36
J
Journalism I-Yearbook  19
Journalism II-Yearbook  19
Journalism III Honors  20
L
Law and Justice  28
Leadership  29
Library Science  29
Lifeline Sports  29
M
Marketing Applications & Honors  35
Marketing and Marketing Honors  34
Microsoft Excel & Honors  36
Microsoft Word & PowerPoint & Honors  28
Military History  21
N
Naval Sci. I, II, IIIH, IV+, IVH+  23
Naval Science Leadership Lab - Advanced  23
Naval Science Leadership Lab Basic  23
NC Math I, II, III, IIIH, IV  24
NC Wildlife  26
Networking Security I & I Honors  36
Networking Security II & II Honors  36
Networking Fundamentals Honors  38
O
(Occupational Course of Study Courses)
American History: The Founding Principles, Civics and Economics  24
American History I, II: The Founding Principles  24
Applied Science  25
Biology  25
Casualty I, III, IV  25
Financial Management  25
Introduction to Mathematics  25
NC Math I  25
Occupational Prep. I, II, III, IV  25
P
Physical Conditioning/Weight Training  22
Physical Science (L)  26
Physics (L)  26
Physics Honors (L)  26
PLTW Introduction to Engineering Design  40
Pre-Calculus Honors  24
Principles of Bus. & Finance & Honors  35
Principles of Family & Human Services  38
Project Management  35
Psychology  28
Public Health Fundamentals  38
Public Speaking/Debate  20
Python Programming I & H  36
R
Recreation & Sport Management  22
S
Short Stories/Creative Writing  20
Show Choir  21
Spanish I, II, IIIH, IVH  28-29
Spanish Heritage I, II Honors  29
Sports & Entertainment Mkt. I, II, IIIH  35
Sports Medicine I  22
Success 101  29
Survey of the Bible  28
Sustainable Agriculture Production I  33
Sustainable Agriculture Production I & I Honors  33
T
Teacher Cadet I, II  29
Teacher Cadet I & II Honors  29
Team Leadership  22
The Cold War & Honors  28
Theatre Arts Beg., & Intermed.  21
Theatre Arts Proficient, Advanced Honors  21
Theatre Production  21
V
Visual Arts Beg., Intermed., & Proficient & H  20
Visual Arts Advanced Honors  20
Visual Arts Spec. Intermed. Ceramics  20
Visual Arts Spec. Intermed. Painting  20
Visual Arts Spec. Intermed. Sculpture  20
Visual Arts Spec. Proficient Sculpture H  20
Vocal Music Beg., Intermed., Proficient, H, & Advanced H  21
W
World History & Honors  28
X
(Y) Honors Course  28
(Y) Lab Science  28
January 2020
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