Lincoln County Schools

2023-2024

Curriculum Guide

EDUCATING THE FUTURE

LINCOLN COUNTY BOARD OF EDUCATION

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 the 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 future plans. Your four-year plan should be academically challenging, allowing you to graduate with skills needed for multiple career opportunities.

This publication is 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 following challenges. We welcome your questions and look forward to working with you and your family in this important process.

Sincerely,

Aaron D. Allen, Ed.D.
Superintendent

High School Director's Message

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

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 of Contents

GENERAL INFORMATION

Instructional Services Center Information	2
NC Graduation Requirements	3
NC Occupational Graduation Requirements	4-5
NC Portrait of a Graduate	6-8
Mathematics Graduation Requirements	9-11
High School Diploma Endorsements	12
General Information	13
Schedule and Course Load	13
Credit Recovery Options	13
Early Graduation	13
College Foundation of NC	13
CPR Graduation Requirements	13
Maintaining a Valid NC Driver's License	13
LCS Exam Exemption Policy	13
Grading and Weighting Standards	14
Class Rank	14
Latin Honors	14
Honor Roll	14
Report Cards	14
Promotion Requirements	14
Grade Point Average	14
Student Rankings	14
Junior Marshals	14
Dual Enrollment	14
Home Base PowerSchool Parent Portal	14
Online Courses	15
Advanced Placement Information	16
AP Course Expectations	16
AP Exams	16
AP Scholar Awards	16
Testing Information	17
Athletics	17
Driver's Education	17
NCAA Eligibility Center Quick Reference Guide	18
Academic Honors	19
Academically or Intellectually Gifted Students and Accelerated Learners	20-21
Credit By Demonstrated Mastery	22
NC School of Science and Mathematics	23

GENERAL COURSE OFFERINGS	24
English	25-26
Fine Arts	27-29
Healthful Living	29
JROTC	30-31
Mathematics	31-32
Occupational	32-33
Science	33-34
Social Studies	34-35
World Languages	35-36
Additional Courses	37

CAREER AND TECHNICAL EDUCATION COURSE OFFERINGS	38
Lincoln County School of Technology	39
Career & Technical Ed. Work-Based Learning	40
Agricultural Education	41
Business, Finance & Marketing Education	42-43
Career Development Education	43
Computer Science & Information Technology Ed.	43-45
Family & Consumer Sciences Education	45-46
Health Science Education	46-47
Trade, Technology, Engineering and Industrial Ed.	47-50
MajorClarity	51

COURSE PLANNING

Career & College Promise (CCP)	52-63
Gaston College Promise	64
Graduation Requirement Checklist	65
Planning Resources/Forms	66

LINCOLN COUNTY

Central Services

INSTRUCTIONAL SERVICES CENTER
201 Jeb Seagle Drive
Lincolnton, NC 28092
704-732-2261

Heath Belcher, Ed.D.
Associate Superintendent of Curriculum, Instruction & Innovation
abelcher@lincoln.k12.nc.us

Tim Beam, Ed.D.
Chief of Federal Programs & Student Support
tbeam@lincoln.k12.nc.us

Samantha Campbell
Director of High School Education
scampbell@lincoln.k12.nc.us

Diana Carpenter
Chief Communications Officer & Director of Middle School Education
dcarpenter@lincoln.k12.nc.us

Karen Dellinger
Technology Coordinator and Public Information Officer
krdellinger@lincoln.k12.nc.us

Melanie Huss
Director of Elementary Education
mhuss@lincoln.k12.nc.us

Cale Sain, Ed.D.
Director of Career & Technical Education & Principal, Lincoln County School of Technology
tcsain@lincoln.k12.nc.us

Kennan Eaddy
Director of Student Support Services
mary.eaddy@lincoln.k12.nc.us

Rusty Saine
Chief of Accountability & Student Information
rsaine@lincoln.k12.nc.us

Natalie Smith
Curriculum Management Coordinator
nsmith@lincoln.k12.nc.us

Tammy Strupp
District Data Manager
tstrupp@lincoln.k12.nc.us

NC GRADUATION REQUIREMENTS

FUTURE-READY CORE

English: 4 credits English I English II English III English IV
Mathematics: 4 credits NC Math 1 NC Math 2 NC Math 3 Approved 4th Math aligned with the student's post high school plans. (See pages 7-9)
Science: 3 credits Earth/Environmental Science Biology A Physical Science: Physical Science, Chemistry, Physics, or AP Physics
Social Studies: 4 credits A World History A Founding Principles Course An American History Course Economics and Personal Finance
Health & Physical Education: 1 credit Health/PE Students are required to successfully complete CPR instruction as a requirement for graduation.
CCRG Math and Reading Students who are not career and college ready by the end of their junior year will have opportunities for college remediation courses prior to high school graduation.
Required Electives: 2 credits Two credits of any combination from either areas: Arts Education OR Career and Technical Education Pathway (CTE) OR World Language
Other Required Electives: 10 credits Ten credits may be chosen from any subject area. Students are encouraged to complete CTE Pathways (pg. 33) in high school which match their future plans.
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.

NC OCCUPATIONAL GRADUATION REQUIREMENTS

For selected students with an Individual Education Plan (IEP)

Rising 12th Graders: (based on their 9th grade entry year)

Students following the Occupational Course of Study who entered ninth grade for the first time in 2020-2021 must pass the following 22 credits plus any local requirements:

Four English credits that shall be:
- English I
- English II
- English III
- English IV

Three Mathematics credits that shall be:
- Introduction to Mathematics
- NC Math I
- Financial Management

Two Science credits that shall be:
- Applied Science
- Biology

Two Social Studies credits that shall be:
- Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy
- Economics and Personal Finance

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

Six Occupational Preparation Education Credits and 600 work hours, which shall be:
- Occupational Preparation I or Employment Preparation I: Science
- Occupational Preparation II or Employment Preparation II: Citizenship 1A and Employment Preparation II: Citizenship 1B
- Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship II B
- Occupational Preparation IV or Employment Preparation IV: Math

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

Total work hours: 600

Four Career/Technical Education Elective credits
A career portfolio
Completion of the student's IEP objectives

Resource: https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements

NC OCCUPATIONAL GRADUATION REQUIREMENTS

For selected students with an Individual Education Plan (IEP)

Rising 11th Graders - 9th Graders: (based on their 9th grade entry year)

Students following the Occupational Course of Study entering ninth grade for the first time in 2021-2022 must pass the following 22 credits plus any local requirements:

Four English credits that shall be:
- English I
- English II
- English III
- English IV

Four Mathematics credits that shall be:
- Introduction to Mathematics
- NC Math I
- Financial Management
- Employment Preparation IV: Math (to include 150 work hours)

Three Science credits that shall be:
- Applied Science
- Biology
- Employment Preparation I: Science (to include 150 work hours)

Four Social Studies credits that shall be:
- Founding Principles of the United States of America and North Carolina: Civic Literacy
- Economics and Personal Finance
- Employment Preparation II: Citizenship 1A (to include 75 work hours)
- Employment Preparation II: Citizenship IB (to include 75 work hours)

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

Two Additional Employment Preparation Education credits, which shall be:
- Employment Preparation III: Citizenship II A (to include 75 work hours)
- Employment Preparation III: Citizenship II B (to include 75 work hours)

The work hours included in Employment Preparation I, II, III, IV shall be as follows:
- 150 hours of school-based training work with activities and experiences that align with student's post school goals, and
- 225 hours of community-based training, and
- 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.

Total work hours: 600

Four Career/Technical Education Elective credits
A career portfolio
Completion of the student's IEP objectives

Resource: https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements

NORTH CAROLINA

PORTRAIT of a GRADUATE

ADAPTABILITY

COLLABORATION

COMMUNICATION

CRITICAL THINKING

EMPATHY

LEARNER'S MINDSET

PERSONAL RESPONSIBILITY

Brought to you by:

Statewide Portrait Design Team | NC Department of Public Instruction | NC Department of Commerce | NC Chamber of Commerce
BEST NC | NC Community College System | UNC System | NC Independent Colleges and Universities | MyFutureNC

NORTH CAROLINA

PORTRAIT of a GRADUATE

NORTH CAROLINA COMPETENCY SET

ADAPTABILITY

North Carolina Graduates…

- Demonstrate agility in thought processes and problem-solving.
- Accept feedback, praise, setbacks, and criticism.
- Balance diverse viewpoints and beliefs to reach workable solutions.
- Demonstrate flexibility when navigating challenging situations.
- Exhibit steadfastness despite difficulty, opposition, and/or failure.

COLLABORATION

North Carolina Graduates…

- Contribute and respond to diverse perspectives to achieve a common goal.
- Leverage strengths to resolve conflict and foster teamwork.
- Interact respectfully with others in digital and in-person interactions.
- Embrace a variety of roles in a group as a participant and a leader.

COMMUNICATION

North Carolina Graduates…

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills.
- Listen to decipher meaning, values, attitudes, and intentions.
- Ask questions and synthesize messages to seek understanding.
- Engage in productive discourse to resolve disagreements.
- Craft communication for a range of purposes and audiences.
- Use storytelling and public speaking to express ideas and connect with others.

CRITICAL THINKING

North Carolina Graduates…

- Analyze, assess, and reconstruct personal thought processes.
- Apply thinking that is clear, rational, and evidence-based.
- Evaluate and prioritize solutions to difficult or complex problems.
- Employ creative improvements to systems, processes, and organizations.

EMPATHY

North Carolina Graduates…

- Demonstrate understanding, sensitivity, concern, and respect.
- Share in others' feelings, opinions, and experiences through personal and digital connections.
- Value and embrace diverse cultures and unique perspectives.
- Foster belonging and trust through mutual respect and dialogue.

LEARNER'S MINDSET

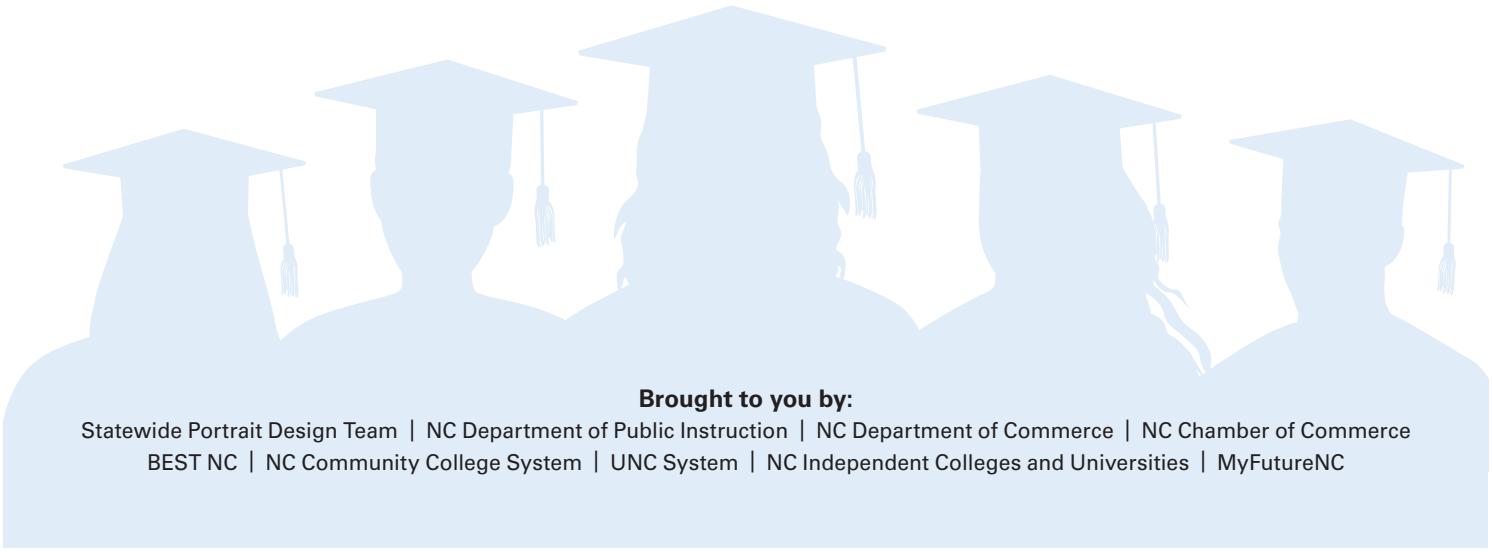
North Carolina Graduates…

- Possess an ongoing desire to learn, unlearn, and relearn.
- Embrace curiosity to experience new ideas, demonstrate growth, and persist through challenges.
- Translate knowledge to provide different contexts to drive change and innovation.
- Develop positive attitudes and beliefs about learning.

PERSONAL RESPONSIBILITY

North Carolina Graduates…

- Adhere to a set of core values that are evident in choices and actions.
- Earn trust and respect through honest, principled behaviors.
- Honor commitments.
- Recognize how personal decisions and actions have impacts beyond self.
- Take ownership of decisions and persevere through challenges.
- Demonstrate self-control and composure.



Brought to you by:

Statewide Portrait Design Team | NC Department of Public Instruction | NC Department of Commerce | NC Chamber of Commerce
BEST NC | NC Community College System | UNC System | NC Independent Colleges and Universities | MyFutureNC

MATHEMATICS GRADUATION REQUIREMENTS FOR STUDENTS

(POLICY GRAD-004 from https://bit.ly/3qOgUCA)

Options Charts for students who entered high school: during the 2023-24 school year.
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 options for students who seek:

1. Admission into a UNC system Institution
The following courses will fulfill the NC graduation requirements for mathematics and meet the UNC System Institution Minimum Course Requirements for admission. For admission into universities and colleges outside of the UNC System Institution, please check with that institution's admission office for requirements and recommendations.

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

And 1 credit from the following:

NC SCOS - 4th Level Math Courses
- 2401 - Discrete Mathematics for Computer Science
- 2403 - Precalculus
- 2409 - NC Math 4

Community College Courses
- 2C01 - MAT 143 - Quantitative Literacy
- 2C02 - MAT 152 - Statistical Methods I
- 2C03 - MAT 171 - Precalculus Algebra
- 2C04 - MAT 172 - Precalculus Trigonometry
- 2C05 - MAT 263 - Brief Calculus
- 2C06 - MAT 271 - Calculus I
- 2C07 - MAT 272 - Calculus II
- 2C11 - MAT 252 - Statistics II
- 2C12 - MAT 273 - Calculus III
- 2C13 - MAT 280 - Linear Algebra
- 2C14 - MAT 285 - Differential Equations
- 2C15 - MAT 141 - Mathematical Concepts I
- 2C16 - MAT 142 - Mathematical Concepts II
- 2C20 - MAT 167 - Discrete Math

Advanced Placement Courses
- 2A00 - AP Calculus AB
- 2A01 - AP Calculus BC
- 2A03 - AP Statistics
- 2A04 - AP Precalculus

International Baccalaureate Courses
- 2I06 - IB Analysis and Approaches SL
- 2I07 - IB Analysis and Approaches HL
- 2I08 - IB Applications & Interpretations SL
- 2I09 - IB Applications & Interpretations HL

Cambridge Courses
- 2V00 - CIE Mathematics AS
- 2V01 - CIE Mathematics A
- 2V02 - CIE Mathematics & Mechanics AS
- 2V03 - CIE Mathematics & Mechanics A
- 2V04 - CIE Mathematics & Probability/Statistics AS
- 2V05 - CIE Mathematics & Probability/Statistics A

2. Admission into Community College or enter directly into a Career after High School
The following courses will fulfill the NC graduation requirements for mathematics. Students may also earn a credit in a course listed on the Admission into a UNC 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:

Additional Mathematics Courses
- 2090 - Foundations of NC Math I
- 2091 - Foundations of NC Math 2
- 2092 - Foundations of NC Math 3
- 2013 - CCRG Mathematics

CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation
- 0A02 - AP Computer Science Principles
- AP44 - Horticulture II Landscaping
- BA10 - Accounting I
- BA20 - Accounting II
- BM20 - Microsoft Excel
- FA31 - Apparel & Textile Production I
- FA32 - Apparel & Textile Production II
- FH10 - Culinary Arts and Hospitality I
- IC21 - Carpentry I

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

- IC61 - Drafting I
- IC62 - Drafting II Architectural
- IM41 - Metals Manufacturing Technology I
- IM42 - Metals Manufacturing Technology II
- IV22 - Drafting II Engineering
- TP11 - PLTW Introduction to Engineering Design
- TP12 - PLTW Principles of Engineering
- TP21 - PLTW Digital Electronics
- TP22 - PLTW Computer Integrated Manufacturing
- TP23 - PLTW Civil Engineering and Architecture
- TP25 - PLTW Aerospace Engineering
- TP27 - PLTW Environmental Sustainability
- TP31 - PLTW Engineering Design and Development

Advanced Placement and International Baccalaureate Courses

- 2A02 - AP Computer Science
- 2100 - IB Computer Science SL
- 2101 - IB Computer Science HL

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

- FI21 - Interior Design Fundamentals AND FI23 - Interior
- Design Technology (New Paired Option)
- IC11 - Masonry I AND IC12 - Masonry II
- IC22 - Carpentry II AND IC23 - Carpentry III
- IC41 - Electrical Trades I AND IC42 - Electrical Trades II
- IM21 - Woodworking I AND IM22 - Woodworking II
- TS31 - Game Art and Design AND TS32 - Advanced Game Art Design

3. Principal Exemption from the Future Ready Core Graduation Requirements

The following courses will fulfill the NC graduation requirements for mathematics with a principal override. Students may also earn a credit in a course listed on the Admission into a UNC Institution Chart.

Students must earn credit for:

- 2109 - NC Math 1
- 2209 - NC Math 2

And 2 credits from the following:

Additional Mathematics Courses

- 2020 - Introductory Mathematics
- 2040 - Alternate Mathematics I
- 2041 - Alternate Mathematics II
- 2090 - Foundations of NC Math 1
- 2091 - Foundations of NC Math 2
- 2092 - Foundations of NC Math 3
- 2013 - CCRG Mathematics

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

- 0A02 - AP Computer Science Principles
- AP44 - Horticulture II Landscaping (New)
- BA10 - Accounting I
- BA20 - Accounting II
- BM20 - Microsoft Excel
- FA31 - Apparel & Textile Production I
- FA32 - Apparel & Textile Production II
- FH10 - Culinary Arts and Hospitality I
- IC21 - Carpentry I
- IC61 - Drafting I
- IC62 - Drafting II Architectural
- IM41 - Metals Manufacturing Technology I
- IM42 - Metals Manufacturing Technology II
- IV22 - Drafting II Engineering
- TP11 - PLTW Introduction to Engineering Design
- TP12 - PLTW Principles of Engineering
- TP21 - PLTW Digital Electronics
- TP22 - PLTW Computer Integrated Manufacturing
- TP23 - PLTW Civil Engineering and Architecture
- TP25 - PLTW Aerospace Engineering
- TP27 - PLTW Environmental Sustainability
- TP31 - PLTW Engineering Design and Development

Advanced Placement and International Baccalaureate Courses

- 2A02 - AP Computer Science
- 2100 - IB Computer Science SL
- 2101 - IB Computer Science HL

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

- FI21 - Interior Design Fundamentals AND FI23 - Interior
- Design Technology (New Paired Option)
- IC11 - Masonry I AND IC12 - Masonry II
- IC22 - Carpentry II AND IC23 - Carpentry III
- IC41 - Electrical Trades I AND IC42 - Electrical Trades II
- IM21 - Woodworking I AND IM22 - Woodworking II
- TS31 - Game Art and Design AND TS32 - Advanced Game Art Design

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 indivicualized 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 Stature 115C-12(9d), the individualized education program (IEP) must state 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 differenct times during the academic career of a student SLD in the area of mathematics. For further information on the required considerations for application of this statute, please see the August 24, 2021 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 post-secondary 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.

The following courses remain active to provide IEP teams with additional options for students who qualify for the exemption from the entire NC Math 1, 2, and 3 sequence.

- 2020 - Introductory Mathematics
- 2040 - Alternate Mathematics I
- 2041 - Alternate Mathematics II

These math courses do not have state standards. This allows teachers to create objectives to meet the needs of students enrolled in these courses based on the student's future plans stated in the student's IEP.

*Algebra I is now interpreted as NC Math I.

Students following the Occupational Course of Study

To meet mathematics graduation requirements*, students must earn credit for:
9220B – Introduction to Mathematics
9225B – NC Math 1
9222B – Financial Management
9265B - Employment Preparation IV Math

* Students following the OCS pathway are not required to earn credit in NC Math 2 or NC Math 3.

HIGH SCHOOL DIPLOMA ENDORSEMENTS

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);

e) Students shall earn a weighted grade point averate of at least 2.5

f) The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test.

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.

c) 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
- complete all requirements for a North Carolina high school diploma.

Credits	
4	English I, II, III, IV
4	NC Mathematics I, II, III, and a higher level mathematics course with NC Mathematics III as a prerequisite)
3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
4	Social Studies (A World History, A Founding Principles Course, An American History and Personal Finance)
1	Health and Physical Education
6	Two (2) elective credits in a world language required for the UNC System 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
25	Total

GENERAL INFORMATION

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 excluding CCP courses 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 assessments 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/documents/curriculum/home/graduation-requirements

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.

LCS EXAM EXEMPTION POLICY

Regulation Code: 3400-R Evaluation of Student Progress
https://boardpolicyonline.com/bl/?b=lincoln

AP Exams

Students enrolled in AP classes are strongly encouraged to take the appropriate AP exam. Make-up opportunities are available through the College Board for students who truly have emergencies that prevent them from taking the scheduled test.

Examinations/Exemptions From Exams

In order to encourage excellent attendance, a student may be exempt from teacher-made exams if he/she meets the following qualifications:

1. "A" average at the end of the semester, have four or fewer absences, and no more than four tardies for the semester.
2. "B" average at the end of the semester, have three or fewer absences, and no more than three tardies for the semester.
3. "C" average at the end of the semester, have two or fewer absences, and no more than two tardies for the semester.

The issue of excused vs. unexcused absences is not considered in determining exam exemption. The number of absences, regardless of reason, the academic average, and cumulative tardies for the semester are the qualifying factors for exam exemption. Assigned days in ISS (in-school suspension) or OSS (out-of-school suspension) are considered as absences under the exam exemption policy. All work missed because of absences should be made-up within five days of the absence.

If the student meets the above qualifications and desires to take the exam, the exam may improve but not diminish the student's final grade. Tests required by the state may not be exempted; neither may Advanced Placement exams administered by the College Board be exempted.

GRADING & WEIGHTING STANDARDS

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

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
Below 60 = F

Grade	Regular	Honors	AP	CCP*
90 - 100 = A	4.00	4.50	5.00	5.00
80 - 89 = B	3.00	3.50	4.00	4.00
70 - 79 = C	2.00	2.50	3.00	3.00
60 - 69 = D	1.00	1.50	2.00	2.00
≤ 59 = F	0	0	0	0

*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 NC 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 perfomance. The board also recognizes other means of evaluating student achievement, including grade point average, courses completed, rigorousness 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 higher 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 fairly and consistently as provided in State Board of Education Policy GRAD-009. The superintendent and principal shall ensure that students and parents receive adequate notice about how class rank is calculated. They 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 resolve 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 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 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.

Beginning with this year's 12th graders 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 is the student whose final grade averages for courses by which they received credit on their transcript during the student's entire high school career. The salutatorian will be the senior student with the second-highest grade point average by following the same procedures.

Graduates shall be seated in alphabetical order amongst their peers during the graduation ceremony. Graduates who obtain Latin Honors status will be recognized with their earned distinction during the ceremony. The school valedictorian and salutatorian will be determined in accordance with LCS Board Policy 3450 Class Rankings.

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 48)
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 a local elective non-weighted 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:

High School Credits	Semester Hours Credit
0	1-2***
1	3-4***
2	5-8***
3	9 or more***

*** 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

ONLINE COURSES

Lincoln County Schools offers a variety of online courses for students 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. (See AIG Chart on page 17 for eligibility requirements.) 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
- 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 can take a variety of elective courses in our online learning platform, Canvas. Students have the advantage of support and assistance from teachers from LCS. All students must take final exams.

Career and College Promise (CCP) - College Now (Gaston College)
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 https://www.gaston.edu/ for more information. **Rising 9th and 10th graders should review the AIG Chart on page 17 for eligibility requirements.**

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 the North Carolina School of Science and Mathematics. The students must complete the NCSSM application process to be eligible for these courses. For additional information visit the NCSSM website 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. https://ncvps.org/

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 INFORMATION

ADVANCED PLACEMENT (AP) PROGRAM

Lincoln County Schools offers several 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 exam 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 a particular institution.

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 CAPSTONE DIPLOMA

Granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choice. You can take the four additional AP Exams anytime during high school.

AP SEMINAR & RESEARCH CERTIFICATION

Granted to students who earn scores of 3 or higher in AP Seminar and AP Research.

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

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
Career and Technical Education mandates state testing. State final exams count 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 can find their seleccted college or university AP Exam Score requirements and course equivalent by visiting https://apstudent.collegeboard.org/getting-credit-placement/search-policies

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 Admissions Test. More information is available at 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.

SAT REASONING TEST
The SAT is a college admissions 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. 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.

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.

DRIVER'S EDUCATION

Lincoln County Schools has contracted with Carolina Driver Ed to provide driver education services for their students. Things parents and students should know about driver education:

- Students must be at least 14 1/2 years old and enrolled in a public school, private school, or homeschooled to register for driver's education.
- Students who meet the age requirement may register for class by using the link below or with the school's driver education facilitator.
- A fee of $65.00 must be paid online or at the student's school before attending class. Families unable to pay the $65.00 fee may apply for a reduced price of $45.00 (please see the driver education facilitator to obtain the form).
- A parent/legal guardian must complete the Reduction in Fee form.
- North Carolina law requires students to complete 30 hours of classroom coursework and 6 hours of behind-the-wheel driving.
- https://carolinadrivered-lincolnco.com/

NCAA ELIGIBILITY CENTER
QUICK REFERENCE GUIDE

NCAA Division I Academic Requirements

Full Qualifier

College-bound student-athletes enrolling at an NCAA Division I school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- Complete 16 core courses in the appropriate areas.
    - 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 natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale.
- Submit proof of graduation to the Eligibility Center.

Academic Redshirt

All Division I academic redshirts may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division I school, but may NOT compete.

- Complete 16 core courses in the appropriate areas.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale.
- Submit proof of graduation to the Eligibility Center.

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 Academic Requirements

Full Qualifier

College-bound student-athletes enrolling at an NCAA Division II school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- Complete 16 core courses in the appropriate areas.
- Earn a core-course GPA or at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-sourse CPA on the Division II full qualifier sliding scale.
- Submit proof of graduation to the Eligibility Center.

Partial Qualifier

College-bound student-athletes that do not meet Division II full qualifier standards will be deemed a partial qualifier. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

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)

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 is 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.

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.

ACADEMICALLY OR INTELLECTUALLY GIFTED STUDENTS AND ACCELERATED LEARNERS

www.LCSNC.org for additional AIG information

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)
- North Carolina School of Science and Math
- Credit by Demonstrated Mastery
- High School Planning/Differentiated Education Planning
- Governor's School

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 https://www.dpi.nc.gov/students-families/enhanced-opportunities/governors-school-north-carolina

NCSSM Summer Ventures IN SCIENCE & MATHEMATICS

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.

Career and College Promise

9th and 10th Grade Pathway Procedures Overview

- CCP opportunities for 9th and 10th grade students exist for students identified as gifted and have a DEP (differentiated education plan).

Admission Requirement #1:
9th and 10th grade students must be identified as gifted in reading and math as outlined by the Lincoln County Schools AIG Plan.

OR

Score between the 92nd and the 99th percentile on an aptitude **and** achievement test.

Admission Requirement #2:
Demonstrate college readiness in English, Reading and Mathematics on an approved assessment.

Approved Assessments and Benchmarks for Lincoln County Schools

TEST:	PSAT 10	SAT	Pre-ACT and ACT
English	26 or a composite score of 460 for Evidence-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	18
Reading	26 or a composite score of 460 for Evidence-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	22
Mathematics	24.5 or 510	530	22

Rising 9th/10th grade AIG students can use the following assessments to determine college readiness:

- SAT or ACT scores if they participated in the Duke TIP Program https://tip.duke.edu/
- Students can schedule to take the PSAT or Pre-ACT at their home schools (dependent upon scheduling/availability)
- Students can visit www.collegeboard.com or www.act.org to schedule and ACT/SAT testing session throughout the region/state

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."

NC SCHOOL OF SCIENCE AND MATHEMATICS

ONLINE PROGRAM INFORMATION

www.ncssm.edu/learn https://www.ncssm.edu/online-program/ 919-416-2600

NCSSM offers admissions-based programs that provide 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 15th 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.

GRADES

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.
Registration for IVC (Interactive Video Conferencing) courses are open in late January on a first come, first served basis.

GENERAL COURSE OFFERINGS

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 an "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 Engineering courses will add one quality point to a passing grade when computing students' grade point averages. PLTW Biomedical Science courses are considered inherently honors and add one-half quality point to a passing grade when computing students' grade point averages. PLTW Engineering empowers students to step into the role of an engineer, adopt a problem-solving mindset, and become engaged in real-world challenges that help them become better collaborators and thinkers. PLTW Biomedical Science engages students in tackling the same challenges faced by today's biomedical science professionals. Students engage in compelling, hands-on activities and work together to find solutions to problems.

CAREER & COLLEGE PROMISE/ DUAL ENROLLMENT

The Career and College Promise program provides opportunities for high school students 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. The CCP college provider for Lincoln County Schools' students is Gaston College.

ENGLISH

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION
(This course counts as English III credit)
PREREQUISITE: English II Honors
RECOMMENDED: Teacher/Counselor Consultation
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 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.

ADVANCED PLACEMENT RESEARCH
PREREQUISITE: AP Seminar
AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accomodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses.

ADVANCED PLACEMENT SEMINAR
AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. Students will learn how: to question, explore, read, comprehend, and explain a perspective or argument; to compare and contrast different perspectives on an issue, idea, or problem; to gather, analyze, and evaluate information to form their own conclusions and build an argument; to work alone and in a group to communicate their ideas to an audience. Students are required to submit an AP Digital Portfolio Performance Task and take the AP End of Course Exam.

CCRG ENGLISH IV
PREREQUISITE(S): Successful completion of English III and placement in accordance with legislation (S.L. 2015-241, Section 10.13 amended by S.L. 2016-94 and S.L. 2018-5)
The CCRG English IV course integrates the NC English Language Arts Standards for Grade 12 and Career and College Ready Graduates learning outcomes. The purpose of the CCRG English IV course is to promote remediation-free placement into the NC Community College System. Students will review career and college ready English concepts necessary for reading and writing profiiciency as well as complete a variety of reading, analysis, writing, research, and presentation activities to bolster college and career readiness. This course counts as one of the four English credits required for graduation.

CREATIVE WRITING ELHS, LHS, NLHS, WLHS, ALL - Online
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.

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 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.

JOURNALISM I - YEARBOOK
RECOMMENDED: Acceptance into this course will be based on an application process.

Students will learn about producing a yearbook. 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 LHS, NLHS, WLHS Face to Face, All - Online
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.

MYTHOLOGY HONORS LHS, NLHS, WLHS Face to Face, All - Online
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.

FINE 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, LHS, 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 visual exam. Each student develops and submits a portfolio that serves as a direct demonstration of achievement. Students are required to submit a portfolio.

CERAMICS I LHS
PREREQUISITE: Visual Arts (Beginning)
This course emphasizes the expressive content and communication qualities of the clay body. Students gain the knowledge and ability to hand build and wheel throw the clay body, with the emphasis on hand-built methods. Students will also acquire the skills necessary for firing and glazing.

CERAMICS I HONORS LHS
This course emphasizes the expressive content and communication qualities of the clay body. Students gain the knowledge and ability to hand build and wheel throw the clay body, with the emphasis on hand-built methods. Students will also acquire the skills necessary for firing and glazing.

CERAMICS II LHS
PREQUISITE: Ceramics I/IH or Teacher Recommendation
This course is designed for the advanced level ceramic student. The student will increase knowledge and ability to create both functional and decorative ceramics, to understand the historical development of the medium.

CERAMICS II HONORS LHS
PREREQUISITE: Ceramics I/IH or Teacher Recommendation
This course is designed for the advanced level ceramic student. The student will increase knowledge and ability to create both functional and decorative ceramics, to understand the historical development of the medium.

DRAWING I
Students in Drawing I will further develop observational skills and problem-solving skills learned in previous art classes. Instruction will be focused on enhancing students' understanding of the Elements and Principles of Art and Design while exploring a variety of dry media and techniques. Materials such as graphite, ink, charcoal, pastel and colored pencil will be used to foster a comprehensive understanding of the descriptive, formal and expressive possibilities of drawing and design. Students will research and critique artists and art movements of the past and present, as well as engage in group and indivitual critiques.

DRAWING I HONORS
Students in Drawing I will further develop observational skills and problem-solving skills learned in previous art classes. Instruction will be focused on enhancing students' understanding of the Elements and Principles of Art and Design while exploring a variety of dry media and techniques. Materials such as graphite, ink, charcoal, pastel and colored pencil will be used to foster a comprehensive understanding of the descriptive, formal and expressive possibilities of drawing and design. Students will research and critique artists and art movements of the past and present, as well as engage in group and indivitual critiques. Students would complete Art Journal/Sketchbook Assignments/project that will focus on creating Personal Voice and perfecting technique. Some standard projects will include additional criteria.

DRAWING II
PREREQUISITE: DRAWING I/IH
RECOMMENDED: Art Beginning or Teacher Recommendation
This course is an extension of the Drawing I course. Students will learn more complicated techniques with an emphasis on mark making media, printmaking, paint, design elements, and utilizing personal voice in art work and journaling.

DRAWING II HONORS
PREREQUISITE: DRAWING I/IH
RECOMMENDED: Art Beginning or Teacher Recommendation
This course is an extension of the Drawing I course. Students will learn more complicated techniques with an emphasis on mark making media, printmaking, paint, design elements, and utilizing personal voice in art work and journaling.

GRAPHIC DESIGN I LHS
This course will help students examine the various areas in design and visual arts and allow students to develop, nurture and strengthen their creative and artistic talents. Students will be engaged in 2D and 3D fine art, web design, digital photography, and portfolio development. This hands-on program will help students develop and strengthen their creative, communication, research, problem-solving and conceptualization skills.

GRAPHIC DESIGN I HONORS LHS
This course will help students examine the various areas in design and visual arts and allow students to develop, nurture and strengthen their creative and artistic talents. Students will be engaged in 2D and 3D fine art, web design, digital photography, and portfolio development. This hands-on program will help students develop and strengthen their creative, communication, research, problem-solving and conceptualization skills.

GRAPHIC DESIGN II LHS
PREREQUISITE: Graphic Design I/IH
This course is an extension of Graphic Design I and will help students examine the various areas in design and visual arts and allow students to develop, nurture and strengthen their creative and artistic talents. Students will be engaged in 2D and 3D fine art, web design, digital photography, and portfolio development. This hands-on program will help students develop and strengthen their cre-

ative, communication, research, problem-solving and conceptualization skills.

GRAPHIC DESIGN II HONORS LHS

PREREQUISITE: Graphic Design I/IH

This course is an extension of Graphic Design I and will help students examine the various areas in design and visual arts and allow students to develop, nurture and strengthen their creative and artistic talents. Students will be engaged in 2D and 3D fine art, web design, digital photography, and portfolio development. This hands-on program will help students develop and strengthen their creative, communication, research, problem-solving and conceptualization skills.

PAINTING I LHS and NLHS

This course introduces the concepts, materials, and techniques of painting. Experience the joys of painting as a means of expression with the introduction of painting methods using various materials such as acrylics, watercolors, media. Learn how to stretch and build your own canvas. Emphasis is placed on technique, color theory, originality of content, and development of personal style. Different art styles and techniques, as well as color theory, elements of art, and the principles of design, will be explored. Historical and contemporary approaches will be studied through hands-on studio demonstration followed by concentrated student projects. Students at this level may want to purchase some of their own brushes and supplies.

PAINTING I HONORS LHS AND NLHS

This course introduces the concepts, materials, and techniques of painting. Experience the joys of painting as a means of expression with the introduction of painting methods using various materials such as acrylics, watercolors, media. Learn how to stretch and build your own canvas. Emphasis is placed on technique, color theory, originality of content, and development of personal style. Different art styles and techniques, as well as color theory, elements of art, and the principles of design, will be explored. Historical and contemporary approaches will be studied through hands-on studio demonstration followed by concentrated student projects. Students at this level may want to purchase some of their own brushes and supplies.

PAINTING II LHS AND NLHS

PREREQUISITE: PAINTING I

This course will continue the study of the concepts, materials, and techniques of painting- but with an emphasis on independent work on a more personal level. Students will concentrate on a specific area of study with various painting media of their choice. Personal style is emphasized, as well as producing work for a college level portfolio.

PAINTING II HONORS LHS AND NLHS

PREREQUISITE: PAINTING I HONORS

This course will continue the study of the concepts, materials, and techniques of painting- but with an emphasis on independent work on a more personal level. Students will concentrate on a specific area of study with various painting media of their choice. Personal style is emphasized, as well as producing work for a college level portfolio. Students will continue to work on an Art Journal/sketchbook for experimentation of ideas, materials and creativity.

SCULPTURE WLHS

PREREQUISITE: Teacher Recommendation

This course introduces students to making art in 3-Dimensions. This class provides an opportunity for students to create art through hands-on and creative experiences. Students will learn techniques using various materials such as clay, cardboard, paper mache, and found objects. Well-known artists that work primarily in sculpture will be explored.

SCULPTURE HONORS

PREREQUISITE: Teacher Recommendation

This course introduces students to making art in 3-Dimensions. This class provides an opportunity for students to create art through hands-on and creative experiences. Students will learn techniques using various materials such as clay, cardboard, paper mache, and found objects. Well-known artists that work primarily in sculpture will be explored.

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 ELHS, LHS, WLHS
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 ELHS, LHS
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, NLHS

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: Students 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. Performance & rehearsal outside of the normal school day will be required and graded as assigned.

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 complete K-8 progression in music or who have achieved beginning-level high school standards for music. Performances and rehearsals outside of the normal school day will be required and graded as assigned. Students are encouraged to take band classes both semesters.

BAND (PROFICIENT) HONORS

RECOMMENDED: Students must 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 is designed for highly-motivated musicians with previous instrumental experience. Through analysis and study of history, appropriate musical vocabulary, and symbols, this 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. Performances and rehearsals outside of the normal school day will be required and graded as assigned.

BAND (ADVANCED) HONORS
RECOMMENDED: Students must be able to perform at the 11-12 level of All-District/State Audition requirements. (Scales and Rudiments /Performing at Grade V-VI Music/Sight-reading at Grade III-IV 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. Performances and rehearsals outside of the normal school day will be required and graded as assigned.

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. An audition process in the preceding spring semester is required. 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

THEATRE ARTS (BEGINNING)
This course will give students the experience of actual live performance and/or working backstage. In addition, students will learn about and reflect on aspects of theatre through history and in different cultures, as well as the various forms of theatre and theatre-related media. Performance outside of the school day will be required and graded as assigned.

THEATRE ARTS (INTERMEDIATE)
PREREQUISITE: Theatre Arts (Beginning)
RECOMMENDED: Teacher/Counselor Consultation
This course is a more detailed study of theatre vocabulary, reading, and writing of theatre literature, acting, and technical theatre. The acting experience in this course furthers the exploration of the concepts of self body and voice work, improvisation, acting techniques, and reading and writing. In addition, students analyze and critique work developed by themselves or other students, as well as that generated throughout history and in various cultures. Performance outside the school day will be required and graded as assigned.

THEATRE ARTS (PROFICIENT) HONORS
PREREQUISITE: Theatre Arts (Intermediate)
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, ensemble work, 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 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. Performances and rehearsals outside of the normal school day will be required and graded as assigned.

THEATRE DESIGN AND TECHNOLOGY
This is a specialization course in theatre for non-actors. This course focuses on the development of designers and technicians who work on sets, props, sound, lights, stage management, make-up, wigs, costumes, special effects, house management, marketing, etc. Students will work to interpret the script, think creatively about designs and building strategies, engineer working prototypes and final pieces, and evaluate their work holistically. These students will learn to use appropriate tools and technologies they would find in the professional theatre world.

THEATRE PRODUCTION (BEGINNING) ELHS, NLHS, LHS
(THEATRE ARTS SPECIALIZATION)
RECOMMENDED: Teacher/Counselor Consultation
This is a practicum course bringing together all of the elements of stage production. This course is different than the regular theatre arts courses because it focuses on one production, but involves students in every facet of that production. Students will gain greater in-depth study and hands-on practice in not only acting, but also in costuming, set design, construction, sound design, lighting design, properties, projections, stage management, marketing, and business management. Performances and rehearsals outside of the school day will be required and graded as assigned.

THEATRE PRODUCTION (INTERMEDIATE) ELHS, NLHS, LHS
(THEATRE ARTS SPECIALIZATION)
RECOMMENDED: Teacher/Counselor Consultation
This is a practicum course bringing together all of the elements of stage production. This course is different than the regular theatre arts courses because it focuses on one production, but involves students in every facet of that production. Students will gain greater in-depth study and hands-on practice in not only acting, but also in costuming, set design, construction, sound design, lighting design, properties, projections, stage management, marketing, and business management. Performances and rehearsals outside of the school day will be required and graded as assigned.

THEATRE PRODUCTION (PROFICIENT) HONORS ELHS, NLHS, LHS
(THEATRE ARTS SPECIALIZATION)
RECOMMENDED: Teacher/Counselor Consultation
This is a practicum course bringing together all of the elements of stage production. This course is different than the regular theatre arts courses because it focuses on one production, but involves students in every facet of that production. Students will gain greater in-depth study and hands-on practice in not only acting, but also in costuming, set design, construction, sound design, lighting design, properties, projections, stage management, marketing, and business management. Performances and rehearsals outside of the school day will be required and graded as assigned.

THEATRE PRODUCTION (ADVANCED) HONORS ELHS, NLHS, LHS
(THEATRE ARTS SPECIALIZATION)
RECOMMENDED: Teacher/Counselor Consultation
This is a practicum course bringing together all of the elements of stage production. This course is different than the regular theatre arts courses because it focuses on one production, but involves students in every facet of that production. Students will gain greater in-depth study and hands-on practice in not only acting, but also in costuming, set design, construction, sound design, lighting design, properties, projections, stage management, marketing, and business management. Performances and rehearsals outside of the school day will be required and graded as assigned.

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. Performances and rehearsals outside of the normal school day will be required and graded as assigned.

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. Performances and rehearsals outside of the normal school day will be required and graded as assigned.

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 composng. A uniform is required for this course. Performances and rehearsals outside of the normal school day will be required and graded as assigned.

VOCAL MUSIC (ADVANCED) HONORS
PREREQUISITE: Vocal Music (Proficient)
RECOMMENDED: Teacher/Counselor Consultation
This course is an advanced continuation of Vocal Music (Proficient) and provides additional extensions of 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. Performances and rehearsals outside of the normal school day will be required and graded as assigned.

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 theatrics 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 ELHS and WLHS
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.

NUTRITION, WELLNESS, AND HUMAN PERFORMANCE I HONORS
PREREQUISITE: Health/Physical Education
In this course, students will be required to meet and exceed fitness, health, and wellness goals that will be set for them, as well as learn how to independently set goals for themselves. Because each student is unique and has various abilities and limits, this course will differentiate methods and strategies to accommodate the diversity of students. As teachers individually and collectively coach the students through best practices, students will be expected to employ these approaches by implementing them personally and mentoring their classmates to accomplish and surpass their desired wellness and fitness levels. The theme of this course is rigor and collaboration. Throughout the course, the students will be expected to meet individualized fitness and nutrition goals. They will also work with a teacher who will serve as their mentor. In this partnership, the teacher will guide the student as he/she constructs a culminating project based on the curriculum of the course. Students will then be required to present their work at the end of the semester to demonstrate their mastery of the course material. The standards of this class will aid students in realizing and understanding the importance of lifelong fitness, nutrition, and wellness. They will strengthen their knowledge of what it means to live a healthy lifestyle and develop habits that they can continue to use long after they have graduated high school. Simultaneously, the students will be able to identify health misconceptions and myths that the general public falls victim to and uncover the facts about health and wellness. Overall, this course sets out to cultivate health-conscious individuals who are capable of employing the relevant information offered in this curriculum in their everyday lives.

NUTRITION, WELLNESS, AND HUMAN PERFORMANCE II HONORS
PREREQUISITE: Nutrition, Wellness and Human Performance I Honors
RECOMMENDED: Teacher/Counselor Recommendation
This course will be an extension of the Nutrition, Wellness, and Human Performance I Honors course. Students will be required to meet and exceed fitness, health, and wellness goals that will be set for them, as well as learn how to indepently set goals for themselves. This course will differentiate methods and strategies to accommodate the diversity of students. The teacher will guide the student as he/she constructs a culminating project based on the curriculum of the course. Students will be required to present their work at the end of the semester to demonstrate their mastery of the course material.

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 ELHS, NLHS, WLHS
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 ELHS
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 ELHS, NLHS
RECOMMENDED: 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.

JROTC - AIR FORCE
LINCOLNTON HIGH SCHOOL

AEROSPACE SCIENCE 100
PREREQUISITE: 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-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 course focuses 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 200
PREREQUISITE: 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 course focuses 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
PREREQUISITE: 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 components 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 course focuses 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
PREREQUISITE: 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 course focuses 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 401 HONORS
PREREQUISITE: 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-401 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 course focuses 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 402 HONORS
ADVANCED LEADERSHIP LAB
PREREQUISITE: 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-402 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 course focuses 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
PREREQUISITE: 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.

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 teamwork 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 teamwork and team building activities, including required participation on 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 PRECALCULUS

PREREQUISITE: MATH III
RECOMMENDED: Teacher/Counselor Consultation
AP Precalculus students will explore everyday situations using mathematical tools and lenses. Students will build deep mastery of modeling and functions, as they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems. AP Precalculus prepares students for other college-level mathematics and science courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

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.

CCRG MATHEMATICS

PREREQUISITE(S): Successful completion of NC Math III and placement in accordance with legislation (S.L. 2015-241, Section 10.13 amended by S.L. 2016-94 and S.L. 2018-5).
The purpose of the CCRG Mathematics course is to promote remediation-free placement into the NC Community College System (NCCCS). This course focuses on the key mathematical concepts needed for students to be ready to undertake post-secondary academic coursework, or career-specific technical training. The course addresses standards throughout high school and even earlier, including algebraic reasoning, geometric modeling, and statistical analysis. This course counts as one of four math credits required for graduation.

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 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.

FOUNDATIONS OF NC MATH III

PREREQUISITE: NC MATH II
Foundations of NC Math III continues a progression of the standards established in NC Math II. In addition to those standards, NC Math III includes functions and inverses, exponential and logarithmic functions, polynomials, modeling and reasoning with geometry, rational function, trigonometric functions, and statistics. This course counts as elective credit and must be followed by NC Math III.

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
NC 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.

NC MATH III HONORS
PREREQUISITE: NC Math II
RECOMMENDED: Teacher/Counselor Consultaion
NC Math III Honors 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. Projects involving research and self-directed study will be required.

NC MATH IV
PREREQUISITE: NC Math III
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 - III. 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.

NC MATH IV HONORS
PREREQUISITE: NC Math III
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 - III. 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.

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: 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 Credit 1
PREREQUISITE: Founding Principles of the USA & NC: Civic Literacy
The American History course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election.

APPLIED SCIENCE Credit 1
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 Credit 1
Biology 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.

ENGLISH I Credit 1
This course includes comprehension and interpretation of various literary genres and terms. Proofing and editing skills are taught though creative and expository writing. Grammar and language usage are taught in context.

ENGLISH II Credit 1
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 Credit 1
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) Credit 1
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.

FINANCIAL MANAGEMENT Credit 1
This course includes the understanding of personal financial planning, state and federal income taxes, wages, and compensation, and applying math skills to consumer spending.

FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY Credit 1
The Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens.

INTRODUCTION TO MATHEMATICS Credit 1
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) Credit 1
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 Credit 1
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) Credit 2
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) Credit 2
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 Credit 1
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 225 hours of competitive employ-

ment 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.

SCIENCE

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 F2F - All, Online - All
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) LHS, WLHS
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 cat dissection will be used to complement lectures, discussions and clinical evaluations. A semester-long project, which reinforces concepts learned, will also be included.

ASTRONOMY WLHS
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 informa fiber analysis, ballistics, poisons, drugs, and blood spatters. This course will give students the opportunity to apply a variety of science knowledge to real world scenarios. It will introduce students to the criminal justice system and help students understand science is applicable to many other careers besides healthcare.

BIOLOGY (L)
PREREQUISITE: Earth/Environmental Science
Biology 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)
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 cells, 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 HONORS ONLINE ONLY
PREREQUISITE: Earth/Environmental Science
RECOMMENDED: Teacher/Counselor Consultation

This course will cover five areas of Ecology: aquatics, 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.

FORENSIC SCIENCE (L) F2F - NLHS, WLHS, ONLINE - All
PREREQUISITE: Biology, Physical Science/Chemistry would be beneficial.
Forensic Science is the application of science to the criminal and civil laws that are enforced in a criminal justice system. Whether students desire to be a crime scene investigator, forensic pathologist, or some other medical scientist, this course will help them hone in on their investigative skills and review a wide range of science concepts. It includes the investigation of fingerprinting, fiber analysis, ballistics, poisons, drugs, and blood spatters. This course will give students the opportunity to apply a variety of science knowledge to real world scenarios. It will introduce students to the criminal justice system and help students understand science is applicable to many other careers besides healthcare.

FORENSIC SCIENCE (L) HONORS F2F - NLHS, WLHS, ONLINE - ALL
PREREQUISITE: Biology, Physical Science/Chemistry would be beneficial.
Forensic Science is the application of science to the criminal and civil laws that are enforced in a criminal justice system. Whether students desire to be a crime scene investigator, forensic pathologist, or some other medical scientist, this course will help them hone in on their investigative skills and review a wide range of science concepts. It includes the investigation of fingerprinting, fiber analysis, ballistics, poisons, drugs, and blood splatters. This course will give students the opportunity to apply a variety of science knowledge to real world scenarios. It will introduce students to the criminal justice system and help students understand science is applicable to many other careers besides healthcare.

NC WILDLIFE Online - All
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 F2F - ALL, Online - All
PREREQUISITE: American History
RECOMMENDED: Teacher/Counselor Consultation
The study of European history since 1450 introduces students to cultural, economic, polital, and social developments that played a fundatmental 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 peresent-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 or patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscapte 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 F2F - All, Online - All
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 to 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: Founding Principles of the USA & NC: Civic Literacy (SPRING SEMESTER)
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 the American polity.

ADVANCED PLACEMENT UNITED STATES HISTORY
PREREQUISITE: American History (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.

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
PREREQUISITE: Founding Principles of the USA & NC: Civic Literacy
The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to

investigate major turning points in American Hitory to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action.

AMERICAN HISTORY HONORS
PREREQUISITE: Founding Principles of the USA & NC: Civic Literacy
RECOMMENDED: Teacher/Counselor Consultation
The American History course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election.

CURRENT EVENTS ELHS, NLHS
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.

ECONOMICS AND PERSONAL FINANCE
The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. The course will help students understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be provided with tools and knowledge necessary to live in and contribute to a financially sound society.

ECONOMICS AND PERSONAL FINANCE HONORS
The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. The course will help students understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be provided with tools and knowledge necessary to live in and contribute to a financially sound society.

FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY
PREREQUISITE: World History/H
This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U. S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others.

FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY HONORS
PREREQUISITE: World History/H
This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U. S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others.

LAW AND JUSTICE F2F - All, Online - All
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 ELHS, LHS, WLHS
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 F2F - All, Online - All
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 LHS, WLHS
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 WLHS
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 WLHS
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 designed to be a historical study of societies, nations, economics, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historial development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity.

WORLD HISTORY HONORS
RECOMMENDED: Teacher/Counselor Consultation
World History is designed to be a historical study of societies, nations, economics, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historial development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity.

WORLD LANGUAGES

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

ADVANCED PLACEMENT FRENCH LHS, WLHS
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 F2F - LHS, Online - All
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 F2F - LHS, Online - All
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 F2F - LHS, Online - All
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 F2F - LHS, Online - All
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 F2F - All, Online - All
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 F2F - All, Online - All
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 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 Spanish culture(s).

SPANISH III HONORS F2F - All, Online - All
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 F2F - All, Online - All
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 LHS
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 LHS
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

ACT PREP F2F - ELHS, Online - All

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.

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 ELHS

RECOMMENDED: Teacher recommendation

This course will assist students in exploring, developing, and building their own leadership style and skills. Students will implement and facilitate school and community initiatives to address local needs. Students will put leadership concepts into practice in a manner that positively affects the culture and climate of their school and community. Students will engage in units of instruction covering the following topics: School Culture and Climate, Individuality and Self Branding, Teamwork, Leadership Mindset, Communication, Decision-Making and Problem-Solving, Innovation and Impact, Relationships and Diversity, and Citizenship.

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.

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 ELHS, LHS, WLHS

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 ELHS, LHS, WLHS

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 ELHS, LHS, WLHS

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 mangement, 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 ASBURY

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.

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 helps build confidence and leadership skills in students to meet their goals in and out of the classroom. CTE courses are provided through seven Program Areas and Pathways.

CTE Pathways

Agricultural Education	
Animal Science Career Pathway	ELHS, WLHS
Plant Systems Career Pathway	Asbury, ELHS, WLHS
Power, Structural & Technical Systems Pathway	WLHS
Sustainable Agriculture Pathway	ELHS
Business, Finance & Marketing Education	
Accounting Pathway	All
General Management Pathway	All
Marketing Management Pathway	All
Sport & Event Marketing Pathway	All
Travel and Tourism Pathway	All
Computer Science and Information Technology Education	
Adobe Academy Pathways	LCST
AP Computer Science Pathways	LCST
Computer Science Principles Pathway	LCST
Digital Design and Animation Pathway	LCST
Game Art Design Pathway	LCST
Network Security Pathway	LCST
Python Programming Pathway	LCST
Family and Consumer Sciences Education	
Apparel and Textile Production Pathway	All, LCST
Counseling and Mental Health Pathway	All, LCST
Food and Nutrition Pathway	All
Interior Design Pathway	All, LCST
Teaching as a Profession Pathway	LCST
Health Science Education	
Biomedical Technology Pathway	LCST, LHS
Healthcare Professional Pathway	All, LCST
PLTW Biotechnology Research and Development Pathway	LCST
Trade, Technology, Engineering, and Industrial Education	
Advanced Manufacturing Pathway	All, LCST
Automotive Services Pathway	LCST
Carpentry/Construction Pathway	LCST
Drafting Architectural Pathway	LCST
Drafting Engineering Pathway	LCST
Electrical Trades Pathway	LCST
Emergency Medical Technology Pathway	LCST
Firefighter Technology Pathway	LCST
HVAC/R Pathway	LCST
PLTW Engineering Pathway	LCST
Public Safety Pathway	LCST

Career and Technical Education offers 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. Honor contracts are required.

LINCOLN COUNTY SCHOOL OF TECHNOLOGY

The Lincoln County School of Technology (LCST) serves grades 9-12 from all four high schools. LCST offers program area 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

COMPUTER SCIENCE & INFORMATION TECHNOLOGY EDUCATION

Adobe Digital Design/Honors*
Adobe Video Design/Honors*
Adobe Visual Design/Honors*
AP Computer Science Principles
AP Computer Science A
Computer Science I and I Honors*
Computer Science II and II Honors*
Network Security I and I Honors*
Network Security II and II Honors
Python Programming I and I Honors*
Python Programming II and II Honors*

FAMILY AND CONSUMER SCIENCES EDUCATION

Apparel I*
Apparel II and II Honors*
Counseling and Mental Health I and I Honors*
Counseling and Mental Health II and II Honors*
Interior Design Fundamentals and Honors*
Interior Design Studio and Honors*
Interior Design Technology Honors*
Teaching as a Profession I and I Honors
Teaching as a Profession II and II Honors

HEALTH SCIENCE EDUCATION

Health Science II and II Honors
Nursing Fundamentals Honors
PLTW Biomedical Science Honors
PLTW Human Body Systems
PLTW Medical Interventions
Public Health Fundamentals

TRADE, TECHNOLOGY, ENGINEERING & INDUSTRIAL EDUCATION

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 Honors
Construction Core

Digital Design & Animation I and I Honors*
Digital Design & Animation II and II Honors*
Drafting I and I Honors*
Drafting Architectural II Honors*
Drafting Engineering II Honors*

Electrical Trades I
Electrical Trades II

Emergency Medical Technology I
Emergency Medical Technology II Honors

Firefighter Technology I
Firefighter Technology II
Firefighter Technology III Honors

Game Art & Design*

HVAC/R I Honors
HVAC/R II and II Honors

PLTW Digital Electronics
PLTW Intro. to Engineering Design*
PLTW Principles of Engineering *

Public Safety I and I Honors
Public Safety II Honors

*Courses open to freshmen

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 receive ONE (1) credit per semester if they complete a CTE Internship or CTE Apprenticeship or up to two (2) credits per year.

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
- Paramedic Medicine

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 APPRENTICESHIP

Grade 12 Credit 1

PREREQUISITE: Completed or currently enrolled in a Career and Technical Education course

A CTE Apprenticeship provides students with an opportunity to extend their learning through a business driven education based on recognized industry standards. In accordance with the NC Department of Labor, an apprentice is required to complete 144 hours of classroom training for each 2,000 hours of on-the-job training, combining classroom instruction with structured work-based learning in an area directly related to a student's Career Cluster. Specific objectives and competencies must be accomplished which, upon completion, will provide the apprentice with a journeyman certificate. Lincoln County Schools students are eligible to participate in the Apprenticeship 2000, Apprenticeship Catawba, and Youth Apprenticeship Gaston.

CTE INTERNSHIP PROGRAM

Criteria for Participation in the Internship Program
- Students may qualify for internships during their 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.
- Students may only enroll in one internship per semester.
- A student can complete two internships in the same cluster but each internship must have different learning outcomes.

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 Credit 1

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.

AGRICULTURAL EDUCATION

AGRICULTURAL MECHANICS I WLHS
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 I HONORS WLHS
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 HONORS WLHS
PREREQUISITE: Agricultural Mechanics I
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 and WLHS
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 I HONORS ELHS AND WLHS
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 - Companion Animal ELHS and WLHS
PREREQUISITE: Animal Science I
RECOMMENDED: Teacher/Counselor Consultation
This course provides instruction on animal science topics related to small animals that are served by veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

ANIMAL SCIENCE II HONORS - Companion Animal ELHS and WLHS
PREREQUISITE: Animal Science I
RECOMMENDED: Teacher/Counselor Consultation
This course provides instruction on animal science topics related to small animals that are served by veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

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 I HONORS 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 HONORS - LANDSCAPING ASBURY, ELHS, WLHS
PREREQUISITE: Horticulture I
RECOMMENDED: Teacher/Counselor Consultation
This course provides hands-on instruction, emphasizing safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topic discussions provide students with an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced.

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 I HONORS 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, vermicomposting and food safety will be explored as to their role in a sustainable society. Students will discuss marketing strategies for agricultural products and develop a business plan for a sustainable grower.

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, vermicomposting and food safety will be explored as to their role in a sustainable society. Students will discuss marketing strategies for agricultural products and develop a business plan for a sustainable grower.

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 ESSENTIALS F2F - All, Online - All
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.

BUSINESS ESSENTIALS HONORS F2F - ALL, Online - All
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.

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: Business Essentials
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: Business Essentials
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 dedtailing 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.

HOSPITALITY AND TOURISM
PREREQUISITE: Marketing or Sport Event 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 Business Essentials or Sport & Event 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 custom 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 applications 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
PREREQUISITE: Marketing
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
PREREQUISITE: Marketing
RECOMMENDED: Teacher/Counselor Consultation
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 protfolio detailing advanced learning outcomes.

PROJECT MANAGEMENT Grades 10-12
PREREQUISITE: Business Essentials
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, controlling, and closing a project in authentic situations.

SPORTS AND EVENT 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 EVENT 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 EVENT MARKETING II HONORS
PREREQUISITE: Sports and Event 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 GRADES: 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

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 will have the opportunity to earn several industry credentials in this course.

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 I LCST
In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review.

Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification.

ADOBE VISUAL DESIGN I HONORS LCST

In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, we, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin ecploring the career areas that interest them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certificaion. Students enrolled in the honors course will be expected to complete a paper, portfolio and presentation detailing advanced learning outcomes.

ADOBE VISUAL DESIGN II LCST

PREREQUISITE: Adobe Visual Design I

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

ADOBE VISUAL DESIGN II HONORS LCST

PREREQUISITE: Adobe Visual Design I

This course builds on student design and development skills by focusing on longer print graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design production skills that solve specific communication challengers to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. Students enrolled in the honors course will be expected to complete a paper, portfolio and presentation detailing advanced learning outcomes.

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 LCST

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 LCST

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 LCST

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.

COMPUTER SCIENCE PRINCIPLES II HONORS LCST

PREREQUISITE: Computer Science Principles I Honors

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 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.

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, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and students will have the opportunity to prepare and test for the Microsoft Office Specialist Certification (MOS) in Word and PowerPoint, which are nationally recognized credentials.

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, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. 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.

NETWORK SECURITY I LCST
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.

NETWORK SECURITY I HONORS LCST
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. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

NETWORK SECURITY II HONORS LCST
PREREQUISITE: Network 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.

PYTHON PROGRAMMING I LCST
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.

PYTHON PROGRAMMING I HONORS
RECOMMEND:: Teacher/Counselor Recommendation LCST
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: Introductions to Python Programming Using Python credential at the conclusion of the course.

PYTHON PROGRAMMING II HONORS LCST
PREREQUISITE: Python Programming I
PREREQUISITE: Teacher/Counselor Consultation
This course will prepare students for jobs and careers connected with widely understood software development, which includes creating the code as a junior developer, and also computer systems design and software testing. Students will be guided to a level of Python programming knowledge that will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills that can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. Students enrolled in the honors course will use high-level skills to design and create programming solutions. Students are expected to take the PCAP: Certified Associate in Python Programming certification exam.

FAMILY & CONSUMER SCIENCES EDUCATION

APPAREL AND TEXTILE PRODUCTION I
In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

APPAREL AND TEXTILE PRODUCTION I HONORS
In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Students will be responsible for a professional portfolio to earn honors credit.

APPAREL II LCST
PREREQUISITE: Apparel and Textile Production I
In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.

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

CHILD DEVELOPMENT
This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the caregiver's responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management, and problem–solving are reinforced in this course.

COUNSELING AND MENTAL HEALTH I
This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships.

COUNSELING AND MENTAL HEALTH I HONORS
PREREQUISITE: Teacher/Counselor Consultation
This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationship. Students enrolled in the honors course will use high-level skills to design and complete a paper, presentaion and portfolio detailing advanced learning outcomes.

COUNSELING AND MENTAL HEALTH II
PREREQUISITE: Counseling and Mental Health I
Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal wellbeing.

COUNSELING AND MENTAL HEALTH II HONORS
PREREQUISITE: Counseling and Mental Health I
PREREQUISITE: Teacher/Counselor Consultation
Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal wellbeing. Students enrolled in the honors course will use high-level

skills to design and 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 on 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.

FOOD AND NUTRITION I
This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. All students are expected to complete the ANSI - Accredited Food Handle Certification.

FOOD AND NUTRITION I HONORS
PREREQUISITE: Teacher/Counselor Consultation
This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. All students are expected to complete the ANSI - Accredited Food Handle Certification. Students enrolled in the honors course will complete a semester-long honors-level paper, portfolio and presentation that encompasses design and creation outcomes.

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.

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. 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 FUNDAMENTALS
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 FUNDAMENTALS HONORS
RECOMMENDED: Teacher/Counselor Consultation
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. 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 STUDIO LCST
PREREQUISITE: Interior Design Fundamentals
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 (FCCLA). A post-assessment test is required which counts as 20% of the course grade.

INTERIOR DESIGN STUDIO HONORS LCST
PREREQUISITE: Interior Design Fundamentals
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 DESIGN TECHNOLOGY HONORS LCST
PREREQUISITE: Interior Design Fundamentals
Students will analyze materials and components used in residential and commercial design according to clients' needs, apply renovation techniques to residential and commercial spaces and furnishings, and synthesize the various techniques to create an aesthetically pleasing environment. Students will utilize the Autodesk Revit software extensively. Students enrolled in this course will be expected to apply additional design techniques more extensively and it will complete a paper, presentation, and design portfolio. Students will prepare for and be expected to take the Autodesk Revit 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 students in exploring various professions while also helping to build essential life skills they can apply to their own lives to achieve optimal well-being.

PRINCIPLES OF FAMILY AND HUMAN SERVICES HONORS
RECOMMENDED: Teacher/Counselor Consultation
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 students in exploring various professions while also helping to build essential life skills they can apply to their own lives to achieve optimal well-being. Students enrolled in the honors section will be expected to complete a paper, presentation and portfolio detailing advanced learning outcomes.

TEACHING AS A PROFESSION I HONORS (Grades 11 & 12) LCST
This course is designed to encourage students to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation, and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education.

TEACHING AS A PROFESSION II HONORS (GRADES 11 & 12) LCST
This course is designed to encourage students to further pursue teaching as a career. Students learn about the importance of positive learning environments, curriculum development, and utilization of a variety of instructional strategies. Students are required to complete both Teaching as a Profession II and Teaching as a Profession Field Experience in the same year. Students are eligible for articulated university credit upon successful completion of the Teaching as a Profession pathway.

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.

BIOMEDICAL TECHNOLOGY HONORS
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. Students are required to pay a fee of $27 (approximately) for the CPR certification. Student credentialing and certification: Cardiopulmonary Resuscitation (CPR)

HEALTH SCIENCE II HONORS LCST, ELHS, NLHS, WLHS
PREREQUISITE: Health Science I
RECOMMENDED: Teacher/Counselor Consultation
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 Credentialing and Certification: Cardiopulmonary Resuscitation. (CPR)

NURSING FUNDAMENTALS HONORS LCST Credit 2
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. Healthcare 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 $140 (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

PLTW HUMAN BODY SYSTEMS HONORS LCST
PREREQUISITE: PLTW Principles of Biomedical Science
Students examine the interactions of human body systems as they explore identify, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal maniken; use data acquisition software to monitor body functions such as muscle movement, reflex, and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

PLTW MEDICAL INTERVENTIONS HONORS LCST
PREREQUISITE: PLTW Human Body Systems
Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

PLTW PRINCIPLES OF BIOMEDICAL SCIENCE HONORS LCST
RECOMMENDED: Teacher/Counselor Conversation
In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency and collaborating with others to design solutions to local and global medical problems.

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 healthcare 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.

TRADE, TECHNOLOGY, ENGINEERING, AND INDUSTRIAL EDUCATION

ADVANCED MANUFACTURING I
In the Introductory Manufacturing course, students will be exposed to the principles, processes, and career choices 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 Man ufacturing 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
PREREQUISITE: Advanced Manufacturing I
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 LCST
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 LCST
PREREQUISITE: Advanced Manufacturing II
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 LCST
PREREQUISITE: Advanced Manufacturing III
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 I LCST
PREREQUISITE: Automotive Service 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 II HONORS LCST
PREREQUISITE: Automotive Service I
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 III HONORS LCST
PREREQUISITE: Automotive Service II
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 LCST
PREREQUISITE: Construction Core
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 HONORS LCST
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 (NCCER) Core certification modules required for all of the NCCER 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 (NCCER) 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 portolio detailing advanced learning outcomes.

DIGITAL DESIGN AND ANIMATION II LCST
PREREQUISITE: Digital Design and Animation I
Digital Design and Animation II emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace

scenarios.

DIGITAL DESIGN AND ANIMATION II HONORS LCST
PREREQUISITE: Digital Design and Animation I
Digital Design and Animation II emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios. Students enrolled in the honors course will complete a semester-long honors-level paper, portfolio and presentation that encompasses design and creation outcomes.

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, sketching and computer-assisted design (CAD) skills and techniques. Eighty percent (80%) of the course is dedicated to the use and mastery of AutoCad. The honors course will include differentiated activities and rigorous and challenging assignments.

DRAFTING II HONORS - ARCHITECTURE LCST
PREREQUISITE: Drafting I
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. Topics include teaming skills, floor and foundation plans, residential building construction, typical wall sections, CAD drafting concepts, principles, and skills. 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
PREREQUISITE: Drafting I
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 HONORS LCST
PREREQUISITE: Construction Core
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 (NCCER) 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 (NCCER) certification.

EMERGENCY MEDICAL TECHNOLOGY I LCST
GRADE LEVEL REQUIREMENT: 12
This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two-course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work based learning strategies appropriate for this course include job shadowing. Students will be expectd to take the EMR certification.

EMERGENCY MEDICAL TECHNOLOGY II HONORS LCST
GRADE LEVEL REQUIREMENT: 12
PREREQUISITE: Emergency Medical Technology I
This course is aligned to the EMT Basic Certification available from the North Carolina Office of Emergency Medical Services and is part II of a two-course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. Students are expected to take the EMT Basic Certification exam at the conclusion of the course.

FIREFIGHTER TECHNOLOGY I LCST
This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Orientation, Fire Service Communications, Firefighter Health & Safety, PPE, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control. This course prepares students for the NCOSFM firefighter certification modules.

FIREFIGHTER TECHNOLOGY II LCST
PREREQUISITE: Firefighter Technology I
This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include ladders, ventilation, ropes & knots, search & rescue, water supplies & hose & streams & appliances, and emergency medical care. This course prepares students for the NCOSFM firefighter certification modules.

FIREFIGHTER TECHNOLOGY III HONORS LCST
PREREQUISITE: Firefighter Technology II
This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Rescue, Fire Detection & Suppression Systems, Fire and Life Safety Initiatives, Mayday, HM Ops, and TIMS. This course prepares students for the NCOSFM firefighter certification modules.

GAME ART AND DESIGN 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.

GAME ART AND DESIGN HONORS 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. The honors course will include differentiated activities and rigorous and challenging assignments.

HVAC/R I HONORS LCST
PREREQUISITE: Construction Core
The HVAC/R I course is a skilled trades course designed for students to understand and learn about basic HVAC terminology and the technical aspects of HVAC/R. Particular emphasis will be on the development of introductory trades skills that include the following: HVAC introduction, trades mathematics, basic electricity, introduction to heating, cooling, and air distribution systems, piping practices, soldering and brazing and basic carbon steel piping practices. This course prepares students for the National Center for Construction Education Research (NCCER) certification.

HVAC/R II HONORS LCST
PREREQUISITE: HVAC/R I Honors
The HVAC/R II course is a skilled trades course designed for students to further develop knowledge and skills mastered in HVAC/R I. Emphasis is placed on the following topics: Alternating Current, Compressors, Refrigerants and Oils, Leak Detection, Evacuation, Recovery and Charging, Metering Devices, Heat Pumps and Basic Maintenance. This course prepares students for the National

Center for Construction Education Research (NCCER) certification.

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 INTRODUCTION TO ENGINEERING DESIGN LCST

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 skills 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 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.

PUBLIC SAFETY I (Grades 11 & 12) LCST

This course provides basic career information related to public safety including corrections, emergency and fire management, security and protection, law enforcement and legal services. FEMA certifications 100, 200, 700, and 800 are part of this course. In this course, students gain an understanding of the different branches of public safety and include skills in each area.

PUBLIC SAFETY I HONORS (Grades 11 & 12) LCST

This course provides basic career information related to public safety including corrections, emergency and fire management, security and protection, law enforcement and legal services. FEMA certifications 100, 200, 700, and 800 are part of this course. In this course, students gain an understanding of the different branches of public safety and include skills in each area.

PUBLIC SAFETY II HONORS (Grades 11 & 12) LCST

PREREQUISITE: Public Safety I Honors

This course provides students with a deeper understanding of career options related to public safety by focusing on the Community Emergency Response Team (C.E.R.T.) certification and the NECI 40-hour 911 Basic Communications course certification. CERT is a Federal Emergency Management Administration (FEMA) certification that incorporates all areas of public safety.

MajorClarity is a career exploration platform for Lincoln County Schools students that links classroom learning to post- secondary preparation through a highly personalized, student-driven academic and career planning system. MajorClarity merges counseling, career development initiatives, and CTE to inform students about their opportunities, and support them in building out a plan of study that is reflective of their individual strengths, abilities, interests, and long-term goals.

Here are just a few of the ways MajorClarity helps ensure all students are prepared for a successful post-secondary transition:

"Best fit" career matching that helps students identify career paths and occupations of interest, using "fit score" calculations based on a Personality Assessment, and self-reported career path compatibility ratings.

User-friendly, academic and CTE pathway-aligned course selection tools help students and families get the most out of the registration process - and academic experiences.

Relevant instructor-guided and independent learning opportunities that promote social-emotional learn ing, self-discovery, and career and workplace readiness.

Robust post-secondary research and preparation tools give students easy access to the information they need to make meaningful decisions about life after graduation - whether that includes a 2-year or 4-year college, trade school, work-based learning, or scholarships - the Application Center and Resume Builder help keep students on track to meet their academic and career goals.

STUDENT ACCOUNT ACCESS

Go to platform.majorclarity.com & click Sign in with Google.

- All students will use their district-assigned email address to login.

For assistance with student account access, please contact your Career Development Coordinator or counselor. For technical assistance, email suppport@majorclarity.com

For more information about the program, visit majorclarity.com & follow @majorclarity on Twitter, Instagram, and LinkedIn to stay connected!

CAREER AND COLLEGE PROMISE (CCP)/COLLEGE NOW
FREE COLLEGE CREDIT

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 the 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 unique 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)
- Associate in Arts Teacher Preparation (39-48 SHC)
- Associate in Science Teacher Preparation (42-50 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 (16 SHC)
- Automotive Systems Technology (13 SHC)
- Applied Engineering Technology (12 SHC)
- Basic Biotechnology (16 SHC)
- Broadcasting and Production Technology (16 SHC)
- Business Administration (12 SHC)
- CNC and Manual Turing Operator (15 SHC)
- Cosmetology (34 SHC)
- Criminal Justice (12 SHC)
- Early Childhood Education - Preschool Education (16 SHC)
- Electrical Systems Technology (15 SHC)
- Fire Protection Technology (13 SHC)
- Forensic Science (15 SHC)
- Foundations of Animal Medicine (12 SHC)
- Foundations of Biotechnology (14 SHC)
- Foundations of Construction and Surveying (14 SHC)
- Foundations of Health and Fitness Science (12 SHC)
- Foundations of Health Care (14 SHC)
- Foundations of Medical Assisting (15 SHC)
- Human Services Technology (12 SHC)
- Information Technology - Cybersecurity (15 SHC)
- Leadership Pathway (12 SHC)
- Pharmacy Technician (14 SHC)
- Textile Technology (14 SHC)
- Textile Technology - Fashion and Design Fundamentals (12 SHC)
- Welding Technology (15 SHC)

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 certain 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 (College Now) website www.gaston.edu/college-now

College Transfer Pathway Sequences

College Transfer Pathways lead to a minimum of 32-43 semester hours of college transfer credit toward an Associate in Arts or Associate in Science transfer degree. The courses within each pathway are selected based on their transferability to any college or university within the UNC System. Additionally, these courses will receive the same weighted credit as Advanced Placement (AP) courses.

- All college transfer pathways must have a 2.8 **unweighted** GPA **OR** college readiness on approved assessment.
- Semester Hours of Credit **(SHC)** is listed for each course in the pathway.
- A pre-requisite is a course that must be taken before another course. Pre-requisite(s) are listed next to course title(s).
- A co-requisite is a course that must be taken at the same time as another course. Co-requisite(s) are listed next to course title(s).

For the purpose of calculating student high school Grade Point Averages, courses are weighted in accordance with SBE policy GCS-L-004.

Associate in Arts Pathway (P1012C)		
The following two English courses are required (6 SHC):		
ENG 111	Writing and Inquiry	3 SHC
ENG 112*	Writing/Research in the Disciplines	3 SHC
Select three courses from the following from two different disciplines (9 SHC):		
ART 111	Art Appreciation	3 SHC
ART 114	Art History Survey I	3 SHC
ART 115	Art History Survey II	3 SHC
COM 120	Introduction to Interpersonal Communications	3 SHC
COM 231	Public Speaking	3 SHC
ENG 231**	American Literature I	3 SHC
ENG 232**	American Literature II	3 SHC
ENG 241**	British Literature I	3 SHC
ENG 242**	British Literature II	3 SHC
MUS 110	Music Appreciation	3 SHC
MUS 112	Introduction to Jazz	3 SHC
PHI 215*	Philosophical Issues	3 SHC
PHI 240*	Introduction to Ethics	3 SHC
Select three courses from the following from two different disciplines (9 SHC):		
ECO 251	Principles of Microeconomics	3 SHC
ECO 252	Principles of Macroeconomics	3 SHC
HIS 111	World Civilizations I	3 SHC
HIS 112	World Civilizations II	3 SHC
HIS 131	American History I	3 SHC
HIS 132	American History II	3 SHC
POL 120	American Government	3 SHC
PSY 150	General Psychology	3 SHC
SOC 210	Introduction to Sociology	3 SHC
Select one course from the following (3-4 SHC):		
MAT 143	Quantitative Literacy	3 SHC
MAT 152	Statistical Methods I	4 SHC
MAT 171	Precalculus Algebra	4 SHC
Select one course from the following (4 SHC):		

BIO 110	Principles of Biology	4 SHC
BIO 111	General Biology I	**4 SHC**
CHM 151	General Chemistry I	**4 SHC**
GEL 111	Introductory Geology	**4 SHC**
PHY 110 PHY 110A	Conceptual Physics **AND** Conceptual Physics Lab	**3 SHC** **1 SHC**
Other required hours (1 SHC):		
ACA 122	College Transfer Success	**1 SHC**
Optional general education hours: AA student may take up to 8 semester hours of credit of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not part of the UGETC. Students who complete these courses with a "C" or better will receive transfer credit. The receiving university will determine whether these courses will count as general education, pre-major, or elective credit.		

TOTAL SHC: 32-41

*Course Pre-requisite: ENG 111

**Course Pre-requisite: ENG 112

Associate in Science Pathway (P1042C)		
The following two English courses are required (6 SHC):		
ENG 111	Writing and Inquiry	3 SHC
ENG 112*	Writing/Research in the Disciplines	3 SHC
Select <u>two courses</u> from the following from <u>two different disciplines</u> (6 SHC):		
ART 111	Art Appreciation	3 SHC
ART 114	Art History Survey I	3 SHC
ART 115	Art History Survey II	3 SHC
COM 120	Introduction to Interpersonal Communications	3 SHC
COM 231	Public Speaking	3 SHC
ENG 231**	American Literature I	3 SHC
ENG 232**	American Literature II	3 SHC
ENG 241**	British Literature I	3 SHC
ENG 242**	British Literature II	3 SHC
MUS 110	Music Appreciation	3 SHC
MUS 112	Introduction to Jazz	3 SHC
PHI 215*	Philosophical Issues	3 SHC
PHI 240*	Introduction to Ethics	3 SHC
Select <u>two courses</u> from the following from <u>two different disciplines</u> (6 SHC):		
ECO 251	Principles of Microeconomics	3 SHC
ECO 252	Principles of Macroeconomics	3 SHC
HIS 111	World Civilizations I	3 SHC
HIS 112	World Civilizations II	3 SHC
HIS 131	American History I	3 SHC
HIS 132	American History II	3 SHC
POL 120	American Government	3 SHC
PSY 150	General Psychology	3 SHC
SOC 210	Introduction to Sociology	3 SHC
Select <u>two courses</u> from the following (8 SHC):		
MAT 171	Precalculus Algebra	4 SHC
MAT 172	Precalculus Trigonometry (pre-req. MAT 171)	4 SHC
MAT 263	Brief Calculus (pre-req. MAT 171)	4 SHC

MAT 271	Calculus I (pre-req. MAT 172)	4 SHC
MAT 272	Calculus II (pre-req. MAT 271)	**4 SHC**
Select two courses from the following (8 SHC):		
BIO 111 BIO 112	General Biology I **AND** General Biology II (pre-req. BIO 111)	**4 SHC** **4 SCH**
CHM 151 CHM 152	General Chemistry I **AND** General Chemistry II (pre-req. CHM 151 and MAT 171)	**4 SHC** **4 SCH**
PHY 151 PHY 152	College Physics I (pre-req. MAT 171) **AND** College Physics II (pre-req. PHY 151)	**4 SHC** **4 SHC**
PHY 251 PHY 252	General Physics I (pre-req. MAT 271) **AND** General Physics II (pre-req. PHY251 / co. req. MAT 272)	**4 SHC** **4 SHC**
Other required hours (1 SHC):		
ACA 122	College Transfer Success	**1 SHC**
Optional general education hours: A student may take up to 8 semester hours of credit of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not part of the UGETC. Students who complete these courses with a "C" or better will receive transfer credit. The receiving university will determine whether these courses will count as general education, pre-major, or elective credit.		

Total SHC: 35-43

*Course Pre-requisite: ENG 111

**Course Pre-requisite: ENG 112

Associate in Arts Teacher Preparation (P1012T)		
The following two English courses are required (6 SHC):		
ENG 111	Writing and Inquiry	3 SHC
ENG 112*	Writing/Research in the Disciplines	3 SHC
Select two courses from the following from two different disciplines (6 SHC):		
ART 111	Art Appreciation	3 SHC
ART 114	Art History Survey I	3 SHC
ART 115	Art History Survey II	3 SHC
COM 120	Introduction to Interpersonal Communications	3 SHC
COM 231	Public Speaking	3 SHC
ENG 231**	American Literature I	3 SHC
ENG 232**	American Literature II	3 SHC
ENG 241**	British Literature I	3 SHC
ENG 242**	British Literature II	3 SHC
MUS 110	Music Appreciation	3 SHC
MUS 112	Introduction to Jazz	3 SHC
PHI 215*	Philosophical Issues	3 SHC
PHI 240*	Introduction to Ethics	3 SHC
Select two courses from the following from two different disciplines (6 SHC):		
ECO 251	Principles of Microeconomics	3 SHC
ECO 252	Principles of Macroeconomics	3 SHC
HIS 111	World Civilizations I	3 SHC
HIS 112	World Civilizations II	3 SHC
HIS 131	American History I	3 SHC
HIS 132	American History II	3 SHC
POL 120	American Government	3 SHC

PSY 150	**General Psychology**	**3 SHC**
SOC 210	Introduction to Sociology	3 SHC
Select <u>one course</u> from the following (3-4 SHC):		
MAT 143	Quantitative Literacy	3 SHC
MAT 152	Statistical Methods I	4 SHC
MAT 171	Precalculus Algebra	4 SHC
Select <u>one course</u> from the following (4 SHC):		
BIO 110	Principles of Biology	4 SHC
BIO 111	General Biology I	4 SHC
CHM 151	General Chemistry I	4 SHC
GEL 111	Introductory Geology	4 SHC
PHY 110 PHY 110A	Conceptual Physics **AND** Conceptual Physics Lab	3 SHC 1 SHC
Required Courses (11 SHC):		
ACA 122	College Transfer Success	1 SHC
SOC 225	Social Diversity	3 SHC
EDU 187	Teaching and Learning for All	4 SHC
EDU 216	Foundations of Education	3 SHC
Optional general education hours: A student may take up to 8 semester hours of credit of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not part of the UGETC. Students who complete these courses with a "C" or better will receive transfer credit. The receiving university will determine whether these courses will count as general education, pre-major, or elective credit.		

Total SHC: 39-48

***Course Pre-requisite: ENG 111**

****Course Pre-requisite: ENG 112**

Associate in Science Teacher Preparation (P1042T)		
The following two English courses are required (6 SHC):		
ENG 111	Writing and Inquiry	3 SHC
ENG 112*	Writing/Research in the Disciplines	3 SHC
Select <u>two courses</u> from the following from <u>two different disciplines</u> (6 SHC):		
ART 111	Art Appreciation	3 SHC
ART 114	Art History Survey I	3 SHC
ART 115	Art History Survey II	3 SHC
COM 120	Introduction to Interpersonal Communications	3 SHC
COM 231	Public Speaking	3 SHC
ENG 231**	American Literature I	3 SHC
ENG 232**	American Literature II	3 SHC
ENG 241**	British Literature I	3 SHC
ENG 242**	British Literature II	3 SHC
MUS 110	Music Appreciation	3 SHC
MUS 112	Introduction to Jazz	3 SHC
PHI 215*	Philosophical Issues	3 SHC
PHI 240*	Introduction to Ethics	3 SHC
Select <u>one course</u> from the following (3 SHC):		
ECO 251	Principles of Microeconomics	3 SHC
ECO 252	Principles of Macroeconomics	3 SHC
HIS 111	World Civilizations I	3 SHC
HIS 112	World Civilizations II	3 SHC
HIS 131	American History I	3 SHC

HIS 132	American History II	3 SHC
POL 120	American Government	3 SHC
PSY 150	General Psychology	3 SHC
SOC 210	Introduction to Sociology	3 SHC
Select <u>two courses</u> from the following (8 SHC):		
MAT 171	Precalculus Algebra	4 SHC
MAT 172	Precalculus Trigonometry (pre-req. MAT 171)	4 SHC
MAT 263	Brief Calculus (pre-req. MAT 171)	4 SHC
MAT 271	Calculus I (pre-req. MAT 172)	4 SHC
MAT 272	Calculus II (pre-req. MAT 271)	4 SHC
Select <u>two courses</u> from the following (8 SHC):		
BIO 111 BIO 112	General Biology I **AND** General Biology II (pre-req. BIO 111)	4 SHC 4 SHC
CHM 151 CHM 152	General Chemistry I **AND** General Chemistry II (pre-req. CHM 151 and MAT 171)	4 SHC 4 SHC
PHY 151 PHY 152	College Physics I (pre-req. MAT 171) AND College Physics II (pre-req. PHY 151)	4 SHC 4 SHC
PHY 251 PHY 252	General Physics I (pre-req. MAT 271) AND General Physics II (pre-req. PHY251 / co. req. MAT 272)	4 SHC 4 SHC
Required Hours (11 SHC):		
ACA 122	College Transfer Success	1 SHC
SOC 225	Social Diversity	3 SHC
EDU 187	Teaching and Learning for All	4 SHC
EDU 216	Foundations of Education	3 SHC
Optional general education hours: A student may take up to 8 semester hours of credit of foreign language courses and labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not UGETC. Students who complete these courses with a "C" or better receive transfer credit. The receiving university determines how these courses count (general education, pre-major, or elective).		

Total SHC: 42-50
*Course Pre-requisite: ENG 111
**Course Pre-requisite: ENG 112

Career and Technical Education Pathway Sequences

- Career and Technical Education Pathways lead to a certificate, diploma, or degree.
- **(T)** Denotes the course is listed on the North Carolina Comprehensive Articulation Agreement (CAA) between North Carolina Community Colleges and the UNC University System. **(T*)** Denotes the course is listed within the CAA as a UGETC course. Any course on the CAA **(T/T*)** will receive the same weighted credit as Advanced Placement (AP) courses.
- If a Universal General Education Transfer Component (UGETC) course is listed within a CTE pathway, a student must have an unweighted high school GPA of 2.8 or higher, <u>OR</u> he/she must demonstrate college readiness in English, reading, and mathematics on approved assessment(s).
  - Students without an unweighted high school GPA of 2.8 or higher are eligible for certain CTE pathways with principal GPA waiver.
  - Principal GPA waivers **<u>are not accepted</u>** for any CTE pathway with UGETC courses.
- CTE Pathways with UGETC course(s) have yellow headers and are not eligible for a principal waiver.
- Semester Hours of Credit (SHC) are listed for each course in the pathway.
- A pre-requisite is a course that must be taken before another course. Pre-requisite(s) are listed next to course title(s).
- A co-requisite is a course that must be taken at the same time as another course. Co-requisite(s) are listed next to course title(s).

For the purpose of calculating student high school Grade Point Average (GPA), courses are weighted in accordance with SBE policy GCS-L-004.

Air Conditioning, Heating, and Refrigeration Technology (C35100BP)		
AHR 110	Introduction to Refrigeration	5 SHC
AHR 111	HVACR Electricity	3 SHC
AHR 114	Heat Pump Technology (pre-req. AHR 110)	4 SHC
AHR 130	HVAC Controls (pre-req. AHR 111)	3 SHC
AHR 160	Refrigerant Certification	1 SHC

TOTAL Semester Hours of Credit:16

Automotive Systems Technology (C60160P)		
AUT 181	Engine Performance I	3 SHC
TRN 110	Introduction to Transport Technology	2 SHC
TRN 120	Basic Transportation Electricity	5 SHC
TRN 145	Advanced Transportation Electronics (pre-req. TRN 120)	3 SHC

TOTAL Semester Hours of Credit:13 *Student must have a valid license to participate in program*

Applied Engineering Technology (C40130P)		
DFT 170	Engineering Graphics	3 SHC
EGR 111	Engineering Comp and Careers	3 SHC
ELC 128	Intro to PLC	3 SHC
ISC 110	Workplace Safety	1 SHC
ISC 112	Industrial Safety	2 SHC

TOTAL Semester Hours of Credit:12 *Youth Apprentice Pathway*

Basic Biotechnology (C20100AP)		
BIO 111	General Biology I **(T*)**	4 SHC
BIO 112	General Biology II **(T*)** (pre-req. BIO 111)	4 SHC
BIO 275	Microbiology **(T)** (pre-req. BIO 110, BIO 111 or BIO 168)	4 SHC
MAT 152	Statistical Methods I **(T*)**	4 SHC

TOTAL Semester Hours of Credit:16

Broadcasting and Production Technology (C30120CP)		
BPT 131	Audio/Radio Production I	4 SHC
BPT 132	Audio/Radio Production II (pre-req. BPT 131)	4 SHC
BPT 231	Video/TV Production I	4 SHC
BPT 232	Video/TV Production II (pre-req. BPT 231)	4 SHC

TOTAL Semester Hours of Credit:16

Business Administration (C25120P)		
BUS 110	Introduction to Business **(T)**	3 SHC
BUS 115	Business Law I **(T)**	3 SHC
BUS 137	Principles of Management **(T)**	3 SHC
ECO 251	Principles of Microeconomics **(T*)**	3 SHC

TOTAL Semester Hours of Credit:12

CNC and Manual Turning Operator (C50210P)		
BPR 111	Print Reading	2 SHC
MAC 122	CNC Turning	2 SHC
MAC 180	CNC Turning: Prog Set & Oper. (pre-req. MAC 231)	4 SHC
MAC 141	Machining Applications I	4 SHC

MAC 231	CAM: CNC Turning	3 SHC

TOTAL Semester Hours of Credit:15

Youth Apprentice Pathway

Cosmetology (C55140P) – Lincoln Campus		
Fall One		
COS 111AB	Cosmetology Concepts I	2 SHC
COS 112AB	Salon I	4 SHC
Spring One		
COS 111BB	Cosmetology Concepts I	2 SHC
COS 112BB	Salon I	4 SHC
Fall Two		
COS 113AB	Cosmetology Concepts II	2 SHC
COS 114AB	Salon II	4 SHC
COS 240	Contemporary Design	2 SHC
Spring Two		
COS 113BB	Cosmetology Concepts II	2 SHC
COS 114BB	Salon II	4 SHC
Summer After Senior Year		
COS 115	Cosmetology Concepts III	4 SHC
COS 116	Salon III	4 SHC

TOTAL Semester Hours of Credit:34

- *Students will need to also complete COS 115 and COS 116 the summer following their high school graduation in order to complete 1200 performance hours to sit for the State Board exam to become an apprentice.*
- *The Cosmetology Program is only offered on the Lincoln Campus, located in Lincolnton.*
- *Additional costs associated with program.*

Criminal Justice (C55180P)		
CJC 111	Introduction to Criminal Justice **(T)**	3 SHC
CJC 121	Law Enforcement Operations **(T)**	3 SHC
CJC 141	Corrections **(T)**	3 SHC
CJC 212	Ethics and Community Relations **(T)**	3 SHC

TOTAL Semester Hours of Credit:12

Early Childhood Education - Preschool Education Certificate (C55220P)		
EDU 119	Introduction to Early Childhood Education	4 SHC
EDU 131	Child, Family, and Community	3 SHC
EDU 145	Child Development II	3 SHC
EDU 146	Child Guidance	3 SHC

TOTAL Semester Hours of Credit:16

Electrical Systems Technology (C35130P)		
ELC 112	DC/AC Electricity	5 SHC
ELC 113	Residential Wiring	4 SHC
ELC 128	Introduction to PLC	3 SHC
ELN 231	Industrial Controls	3 SHC

TOTAL Semester Hours of Credit:15

Fire Protection Technology (C55240P)		
FIP 120	Introduction to Fire Protection	3 SHC
FIP 124	Fire Prevention and Public Education	3 SHC
FIP 132	Building Construction	3 SHC
FIP 146	Fire Protection Systems	4 SHC

TOTAL Semester Hours of Credit:13

Forensic Science (C5518CP)		
CJC 115	Crime Scene Photography	3 SHC
CJC 144	Crime Scene Processing	3 SHC
CJC 146	Trace Evidence	3 SHC
CJC 222	Criminalistics	3 SHC
CJC 245	Friction Ridge Analysis	3 SHC

TOTAL Semester Hours of Credit:15

Foundations of Animal Medicine (C45780P)		
VET 110	Animal Breeds and Husbandry	3 SHC
ENG 111	Writing and Inquiry **(T*)**	3 SHC
VET 121	Veterinary Medical Terminology	3 SHC
PSY 150	General Psychology **(T*)**	3 SHC

TOTAL Semester Hours of Credit:12

Foundations of Biotechnology (C20100BP)		
BIO 168	Anatomy and Physiology I **(T)**	4 SHC
BIO 169	Anatomy and Physiology II **(T)** (pre-req. BIO 168)	4 SHC
ENG 111	Writing and Inquiry **(T*)**	3 SHC
SOC 210	Introduction to Sociology **(T*)**	3 SHC

TOTAL Semester Hours of Credit:14

Foundations of Construction & Surveying (C40140AP)		
CEG 115	Intro to Tech & Sustainability	3 SHC
CEG 210	Construction Materials & Methods	3 SHC
MAT 171	Pre-Calculus Algebra **(T*)**	4 SHC
SRV 110	Surveying I	4 SHC

TOTAL Semester Hours of Credit:14

Foundations of Health and Fitness Science (C45630P)		
HEA 110	Personal Health/Wellness **(T)**	3 SHC
PED 110	Fit & Well for Life **(T)**	2 SHC
HFS 110	Exercise Science	4 SHC
HFS 116	Prevention & Care of Exercise Injuries	3 SHC

TOTAL Semester Hours of Credit: 12

Additional costs associated with program.

Foundations of Health Care (C20100CP)		
ENG 111	Writing and Inquiry **(T*)**	3 SHC
BIO 168	Anatomy and Physiology I **(T)**	4 SHC
BIO 169	Anatomy and Physiology II **(T)** (pre-req. BIO 169)	4 SHC

ENG 112	Writing/Research in the Disciplines **(T*)** (pre-req. ENG 111)	3 SHC

TOTAL Semester Hours of Credit: 14

Foundations of Medical Assisting (C45400P)		
MED 110	Orientation to Medical Assisting	1 SHC
MED 121	Medical Terminology I	3 SHC
MED 122	Medical Terminology II (pre-req. MED 121)	3 SHC
OST 130	Computer Keyboarding	3 SHC
MED 140	Exam Room Procedures I	5 SHC

TOTAL Semester Hours of Credit: 15

Foundations of Nursing (C45970P)		
ENG 111	Writing and Inquiry **(T*)**	3 SHC
BIO 168	Anatomy and Physiology I **(T)**	4 SHC
NAS 101	Nurse Aide I	6 SHC

TOTAL Semester Hours of Credit:13

Additional costs associated with program.

Human Services Technology (C45380BP)		
HSE 110	Introduction to Human Services	3 SHC
PSY 150	General Psychology **(T*)**	3 SHC
PSY 281	Abnormal Psychology **(T)** (pre.-req. PSY 150)	3 SHC
SOC 220	Social Problems **(T)**	3 SHC

TOTAL Semester Hours of Credit:12

Information Technology (C25590AP)		
CIS 110*	Introduction to Computers **(T)**	3 SHC
CIS 115	Intro to Programming and Logic **(T)** (math placement test scores are required)	3 SHC
CTS 115	Information Systems Business Concepts **(T)**	3 SHC
CTI 110	Web, Pgm, and Db Foundation	3 SHC
CTI 120	Network and Security Foundation	3 SHC

TOTAL Semester Hours of Credit: 15

Students enrolled in CIS 110 cannot use Chromebooks only to complete work for course. Student may access Office 365 in the cloud; however, it does not have the functionality to complete the tasks required. Students need a Windows machine or a Mac to install Office.

Leadership Pathway (C25620LP)		
BUS 137	Principles of Management **(T)**	3 SHC
ENG 111	Writing and Inquiry **(T*)**	3 SHC
LDR 110	Introduction to Leadership	3 SHC
PHI 240	Introduction to Ethics **(T*)** (pre-req. ENG 111)	3 SHC

TOTAL Semester Hours of Credit:12

Pharmacy Technician (C45580P)		
PHM 110	Intro to Pharmacy	3 SHC
PHM 115	Pharmacy Calculations	3 SHC
PHM 115A	Pharmacy Calculations Lab	1 SHC

PHM 111	Pharmacy Practice I	4 SHC
PHM 120	Pharmacology I	3 SHC

TOTAL Semester Hours of Credit:14

Additional costs associated with program.

Textile Technology (C50500P)		
Fall		
TEX 110	Fundamentals of Textiles	3 SHC
ECO 251	Principles of Microeconomics **(T*)**	3 SHC
Spring		
TEX 119	The Textile Industry	3 SHC
TEX 210	Fiber Science (pre-req. TEX 110)	5 SHC

TOTAL Semester Hours of Credit:14

Textile Technology – Fashion and Design Fundamentals (C50500DP)		
Fall		
TEX 110	Fundamentals of Textiles	3 SHC
TEX 121	Textile Design and Studio I	3 SHC
Spring		
TEX 211	Fashion Illustration	3 SHC
Fall		
TEX 122	Textile Design and Studio II	3 SHC

TOTAL Semester Hours of Credit:12

Welding Technology (C50420P)		
BPR 111	Print Reading	2 SHC
WLD 110	Cutting Processes	2 SHC
WLD 121	GMAW (MIG) FCAW/ Plate	4 SHC
WLD 141	Symbols and Specifications (pre-req. BPR 111)	3 SHC
WLD 131	GTAW (TIG) Plate	4 SHC

TOTAL Semester Hours of Credit:15

Additional costs associated with program.

NC High School and NC Community College Articulation Agreement

The following courses are recognized within the NC High School and North Carolina Community College Articulation Agreement:

- BPR 111 – Print Reading
- CTI 120 – Network and Security Foundation
- ELC 113 – Residential Wiring
- WLD 110 – Cutting Processes

CAREER AND COLLEGE PROMISE (CCP)/COLLEGE NOW 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 local 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 NC four-year universities and colleges. College and university courses shall earn high school dual credit as specified below:

HIGH SCHOOL CREDITS	SEMESTER HOURS CREDIT
0	1-2
1	3-4*
2	5-8**
3	9 or more**

* 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 9.

For Gaston College CCP Courses to meet the High school graduation requirement for:	You must pass these Gaston College CCP classes: (version 2.0 July 2014)
English III	3 CCP Courses: ENG 111 AND ENG 112 AND (Either ENG 231 OR ENG 232)
English IV	3 CCP Courses: ENG 241 OR 242 WITH ENG 111 and 112
4th Math	Any ONE of these: MAT 143, 152, 171, 172, 263, 271, 272
A physical science credit	BOTH CHM 151 AND CHM 152 OR BOTH PHY 151 AND PHY 152 OR BOTH PHY 251 AND PHY 252
Biology	BOTH BIO 111 AND BIO 112 (Must complete the EOC to meet High School Graduation Requirement)
World History	BOTH HIS 111 AND HIS 112
American History	HIS 131 and HIS 132
One elective credit	Any single Gaston College CCP course
World Language	SPA 111 and SPA 112

For more information and enrollment forms, please contact your high school guidance counselor. For the most current information go to:
www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education

GC Promise

The GC Promise program will cover all in-state tuition and fees not covered by financial aid or other GCPromiseLogo_Final0717_C 300x255 scholarships for two years for ALL eligible Gaston or Lincoln County high school graduates. Savings could range from $5,000 for students seeking credentials at Gaston College up to $30,000 for students who initially planned to start at a four-year university right after high school.

WHO IS ELIGIBLE FOR THE GC PROMISE PROGRAM?

Any Gaston or Lincoln County high school graduate from public, private, and home schools who meet the following criteria:

- Recent high school graduate
- Earned at least a 3.25 unweighted GPA in high school
- Have completed at least 15 credit hours in Career or College Promise program or complete a CCP pathway
- Earn a grade of C or higher in all CCP classes
- Completed the Federal Financial Aid Application (FAFSA) and GC Scholarship Application
- Complete all general admissions requirements of the College
- Enroll in at least 15 credit hours in a degree-seeking program at GC the semester immediately following high-school graduation

HOW DO I REMAIN ELIGIBLE FOR THE GC PROMISE PROGRAM?

Once enrolled, students must continuously maintain a 3.0 term GPA and a cumulative completion rate of 67% and not have any disciplinary actions taken against them
Must enroll in at least 15 credit hours in all fall and spring semesters and maintain continuous enrollment while in the program.

ADDITIONAL PROGRAM DETAILS:

The scholarship will cover up to $1,250 per term.
The two years of eligibility begins in the fall semester after high school graduation and ends following the spring semester of the second year.
Funding from federal and state grants, scholarships, and outside funding must be exhausted before GC begins paying.
Scholarship is non-transferable to other institution or other person(s)

https://www.gaston.edu/pay-for-college/gc-promise/

GRADUATION REQUIREMENTS CHECKLIST

Student Name _____ School _____ Grade _____

Entry Date _____ 4 Year Graduation Date _____

ENGLISH (4 Credits)
_____ English I
_____ English II
_____ English III
_____ English IV

MATH (4 Credits)
_____ NC Math I
_____ NC Math II
_____ NC Math III
_____ 4th Math

SCIENCE (3 Credits)
_____ Earth Science
_____ Biology
_____ A physical science

SOCIAL STUDIES (4 Credits)
_____ A World History
_____ A Founding Principles Course
_____ American History
_____ Economic Personal Finance (EPF)

PHYSICAL EDUCATION (1 Credit)
_____ Health & PE
_____ (CPR-No Credit)

CCRG REQUIREMENTS (based on GPA, ACT & AP Score)
_____ CCRG Math
_____ CCRG English IV

ELECTIVES
REQUIRED TWO (2) from any combination from either area (Art, CTE or World Language)

ART
_____
_____

OR

CTE
_____
_____

OR

WORLD LANGUAGE
_____
_____

AND ADDITIONAL GENERAL–10 OTHERS REQUIRED
_____
_____
_____
_____
_____
_____
_____
_____

28 TOTAL CREDITS NEEDED FOR GRADUATION

HIGH SCHOOL COURSE PLANNING WORKSHEET

Name_____Class of_____

Postsecondary Plans_____

Career Interest(s)_____

FOUR YEAR PLAN FOR HIGH SCHOOL			
9th GRADE	10th GRADE	11th GRADE	12th GRADE
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

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.

NOTES

NOTES

Course Index

A

Accounting I & I H, II H 42
ACT Prep 37
Adobe Digital Design & Honors 43
Adobe Video Design & Honors 43
Adobe Visual Design I, II & Honors 43-44
Advanced Manufacturing I, I H, II, II H, 47-49
Advanced Manufacturing III, III H, IV H 48
Aerospace Science 100-400 29-30
Aerospace Science Honors Project 28
Agricultural Mechanics I & II Honors 41
Agriscience Applications 41
American History and Honors 34-35
Anatomy & Physiology (L) & H 33
Animal Science I & I Honors 41
Animal Science II - Companion Animal 41
Animal Science II Honors - Companion Animal 41
AP Biology (L) 33
AP Calculus AB 31
AP Calculus BC 31
AP Chemistry (L) 33
AP Computer Science A 44
AP Computer Science Principles 44
AP English Language & Composition 25
AP English Literature & Composition 25
AP Environmental Science (L) 33
AP European History 34
AP French 36
AP Human Geography & Migration 34
AP Music Theory 27
AP Physics I (L) & II (L) 33
AP Precalculus 31
AP Psychology 34
AP Reasearch 25
AP Seminar 25
AP Spanish 36
AP Statistics 31
AP Studio Art Drawing Portfolio 26
AP Studio Art 2-D Design Portfolio 26
AP Studio Art 3-D Design Portfolio 26
AP United States Govern. & Politics 34
AP United States History 34
AP World History 34
Apparel I, I Honors & II & II Honors 45
Apparel and Textile Production I & Honors 45
Astronomy 33
Automotive Service Fundamentals 48
Automotive Service I, II H, III H 48

B

Band Beginning & Intermediate 27
Band Proficient Honors 27
Band Advanced Honors 28
Biology (L) 33
Biology Honors (L) 33
Biology II Honors (L) 33
Biomedical Technology & Honorrs 47
Business Essentials & Honors 42
Business Law & Honors 42
Business Management I, I H, II & II H 42

C

CCRG English IV 25
CCRG Mathematics 31
CTE Apprenticeship Program 40
CTE Internship Program 40
Calculus Honors 31
Career and College Promise (CCP) 52-64
Career and Technical Education Pathway Seq. 53-62
Career and Technical Ed. Work-Based Learning 40
Career Management 43
Career and Technical Education Work-Based Learning 40
Carpentry I, II Honors 48
Cermics I & I Honors 26
Ceramics II & II Honors 26
Chemistry (L) 33
Chemistry Honors (L) 33
Chemistry II Honors (L) 33
Child Development 45
College Transfer Pathway Sequences 53-62
Child Development 45
Counseling and Mental Health I , I H & II, II H 45
Computer Science Principles I & Honors 44
Computer Science Principles II & Honors 44
Construction Core 48
Creative Writing 25
CTE Pathways 38
Current Events 35
Current Events World Problems 35

D

Digital Design and Animation I, II & H 48-49
Discrete Mathematics for Computer Science 31
Drafting I Honors 49
Drafting II H - Architecture 49
Drafting II H - Engineering 49
Drawing I & I Honors 26
Drawing II & II Honors 26

E

Earth/Environmental Science (L) 33
Earth/Environmental Science Honors (L) 33
Ecology Honors 34
Economic and Personal Finance and Honors 35
Electrical Trades I & II Honors 49
Emergency Medical Technology I & II Honors 49
English I, II, III, IV 25
English Honors I, II, III, IV 25
English as a 2nd Lang. Beginner 25
English as a 2nd Lang. Intermediate 25

F

Fashion Merchandising & Honors 46
Firefighter Technology I, II, & III Honors 49
Foods and Nutrition I & Honors 46
Foods and Nutrition II & Honors 46
Foundations of NC Math I, II & III 31
Foundations of Reading 24
Foundations of Health Science 47
Founding Principles of the USA and NC: Civic Literacy/H 35
Forensic Science (L) / Honors 34
French I, II, III H, IV H 36

G

Game Art and Design & Honors 49
Gaston College Promise 64
Graduation Requirements Checklist 65
Graphic Design I & I Honors 26
Graphic Design II & II Honors 26-27

H

HVAC/R I H, II and II Honors 50
Health/Physical Education 29
Health Science I, I H, II, II H 47
High School Course Planning Worksheet 66
Horticulture I, II Honors 41
Horticulture II Honors - Landscaping 41
Hospitality and Tourism & Honors 42-43

I

Individual Curriculum Center 37
Interior Design Fundamentals and Honors 46
Interior Design Studio and Honors 46
Interior Design Technology Honors 46
Introduction to Comp. Sci. using Make Code & Honors 44

J

Journalism I-Yearbook 25-26
Journalism- II-Yearbook 26
Journalism III Honors 26

L

LCST Course Offerings 39
Law and Justice 35
Leadership 37
Library Science 37
Lifetime Sports 29

M

MajorClarity 51
Marketing & Honors 43
Marketing Applications & Honors 43
Microsoft Excel Honors 44
Microsoft Word & PowerPoint & Honors 44
Military History 35
Music Spec. Beg. & Intermed. 28
Mythology & Honors 26

N

Naval Sci. I, II, III, III H, IV+, IVH+ 30
Naval Science Leadership Lab - Advanced 30
Naval Science Leadership Lab Basic 30
NC Math I, II, II H, III, III H, IV, IV H 31-32
NC Portrait of a Graduate 6-8
NC Wildlife 34

Network Security I & I Honors 44-45
Nursing Fundamentals Honors 47
Nutrition, Wellness, and Human Performance Honors 29
Nutrition, Wellness, and Human Performance II H 29

O

(Occupational Course of Study Courses) 32
American History:The Founding Principles, Civics and Economics 32
American History 32
Applied Science 30
Biology 32
English I, II, III, IV 32
Financial Management 32
Introduction to Mathematics 32
NC Math I 32
Occupational Prep. I, II, III, IV 32-33

P

Painting I & I Honors 27
Painting II & II Honors 27
Physical Conditioning/Weight Training 29
Physical Science (L) 34
Physics (L) 34
Physics Honors (L) 34
PLTW Electronics 50
PLTW Digital Electronics 49-50
PLTW Human Body Systems Honors 47
PLTW Medical Interventions Honors 47
PLTW Introduction to Engineering Design 50
PLTW Principles of Biomedical Science Honors 47
PLTW Principles of Engineering 50
Principles of Family & Human Services & Honors 46
Project Management 43
Psychology 35
Public Health Fundamentals 47
Public Safety I & I Honors 50
Public Safety II Honors 50
Python Programming I , I H, & II , II H 45

R

Recreation & Sport Management 29

S

Sculpture & Honors 27
Short Stories/Creative Writing 27
Show Choir Honors 29
Spanish I, II, III H, IV H 36
Spanish Heritage I, II Honors 36
Sports & Event Mkt. I, I H, II H 43
Sports Medicine I 29
Strength and Fitness 29
Success 101 37
Survey of the Bible 35
Sustainable Agriculture Production I 41
Sustainable Agriculture Production II 41-42

T

Teacher Cadet I, II 37
Teacher Cadet I & II Honors 37
Teaching as a Profession I & II Honors 46
Team Sports 29
Teen Leadership 37
The Cold War & Honors 35
Theatre Arts Beg., & Intermed. 28
Theatre Arts Proficient, Advanced Honors 28
Theatre Design and Technology 28
Theatre Production - Beginning & Intermediate 28
Theatre Production - Proficient & Advanced Honors 28-29

V

Visual Arts Beg., Intermed., & Prof. H & Adv. H 27
Visual Arts Spec. Intermed. Sculpture 27
Visual Arts Spec. Proficient Sculpture H 27
Vocal Music Beginning & Intermediate 28
Vocal Music Proficient & Advanced Honors 28

W

World History & Honors 35

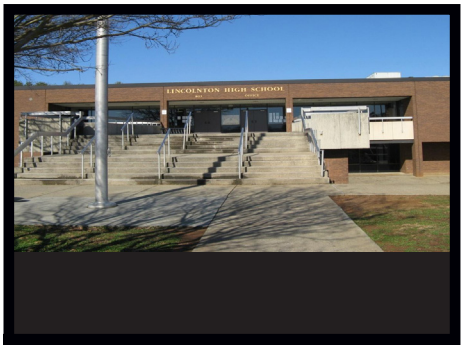
(H) Honors Course
(L) Lab Science

HIGH SCHOOLS

ASBURY ACADEMY
MARK GREGA
PRINCIPAL
704-736-4766

EAST LINCOLN HIGH SCHOOL
MARYBETH AVERY
PRINCIPAL
704-736-1860

SCHOOL OF TECHNOLOGY
DR. CALE SAIN
PRINCIPAL
704-732-4084



LINCOLNTON HIGH SCHOOL
SCOTT CARPENTER
PRINCIPAL
704-735-3089

NORTH LINCOLN HIGH SCHOOL
CHIP CATHEY
PRINCIPAL
704-736-1969

WEST LINCOLN HIGH SCHOOL
DR. NATHAN MCLEAN
PRINCIPAL
704-736-9453