The Lee County School System does not discriminate on the basis of race, sex, color, national origin, creed, religion, age or disadvantaging or handicapping conditions in its educational programs, activities, or employment practices. Questions or complaints should be addressed to the Assistant Superintendent for Human Resources and District Title IX Coordinator, 106 Gordon Street, Sanford, NC 27330, (919) 774-6226
Dear Students and Parents:

Welcome to our new and improved Course Selection Guide. After a great deal of work, this year’s guide is better organized and user friendly for students and parents. We hope this information provides you with the best available information to make informed decisions about courses for next year and reinforces the success of your four-year high school plan.

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

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

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

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

Sincerely,

Andy Bryan, Ed.D.
Superintendent
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Welcome to the spring registration process for the 2015-2016 school year.

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

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

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

Steps for Completing the Registration Process

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

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

Planning for High School Registration

Selecting Requires Planning

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

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Future Ready Core</th>
<th>Occupational Course of Study (OCS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Credits</td>
<td>4 Credits</td>
</tr>
<tr>
<td></td>
<td>● English I</td>
<td>● OCS English I</td>
</tr>
<tr>
<td></td>
<td>● English II</td>
<td>● OCS English II</td>
</tr>
<tr>
<td></td>
<td>● English III</td>
<td>● OCS English III</td>
</tr>
<tr>
<td></td>
<td>● English IV</td>
<td>● OCS English IV</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td></td>
<td>● Algebra I, Algebra II, Geometry and Additional Math Course to be aligned with the student’s post high school plans OR Math I, Math II, Math III and Additional Math Course to be aligned with the student’s post high school plans</td>
<td>● OCS Introduction to Mathematics ● OCS Math I* ● OCS Financial Management</td>
</tr>
<tr>
<td>Science</td>
<td>3 Credits</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>● Earth/Environmental Science ● A Physical Science ● Biology</td>
<td>● OCS Applied Science ● OCS Biology</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td></td>
<td>2 Credits</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>● OCS American History I ● OCS American History II</td>
<td></td>
</tr>
<tr>
<td>World Languages</td>
<td>Not required for graduation but 2 levels required for admission to the UNC System</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1 Credit</td>
<td>1 Credit</td>
</tr>
<tr>
<td></td>
<td>● Health/Physical Education I</td>
<td>● Health/Physical Education I</td>
</tr>
<tr>
<td>CPR</td>
<td>Successful completion of CPR training for students graduating 2015 and beyond</td>
<td>Successful completion of CPR training for students graduating 2015 and beyond</td>
</tr>
<tr>
<td>Electives or Other Requirements</td>
<td>6 Credits</td>
<td>6 Credits</td>
</tr>
<tr>
<td></td>
<td>2 elective credits of any combination from either Career and Technical Education (CTE) Arts Education World Languages</td>
<td>Occupational Preparation: ● Occupational Prep I ● Occupational Prep II ● Occupational Prep III ● Occupational Prep IV **** ● Elective Credits ● Completion of IEP objectives ● Career Portfolio required</td>
</tr>
<tr>
<td></td>
<td>4 elective credits strongly recommended (four course concentration) from one of the following: Career and Technical Education (CTE***), JROTC Arts Education (e.g. dance, music, theater arts, visual arts) Any other subject area (e.g. social studies, science, mathematics, English, World Languages)</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>4 Credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Career and Technical Education Electives</td>
<td></td>
</tr>
<tr>
<td>Arts Education</td>
<td>DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards.</td>
<td>DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards.</td>
</tr>
<tr>
<td>Total Minimum Credits Required</td>
<td>28 Credits (22 State + 6 Local)</td>
<td>28 Credit (21 State + 7 Local)</td>
</tr>
</tbody>
</table>

---

* Any student who entered 9th grade before the 2012-2013 school year, please see your counselor for graduation requirements

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

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

*** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: [http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf](http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf).

**** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.
NC Academic Scholars Program

Students must:

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

Specific requirements may be found at http://www.ncpublicschools.org/curriculum/scholars

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

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

Diploma Endorsements

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

The UNC System Admissions Requirements

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

Course Requirements

English – 4 Units
English I, English II, English III, English IV

Mathematics – 4 Units
Math I, Math II, Math III and 1 additional unit beyond Math III (Recommended mathematics course unit taken in 12th grade)

Science – 3 Units
A physical science course
A life or biological course
At least one laboratory course

Social Studies – 2 Units
US History
One additional course

World Languages – 2 Units
At least two units of a language other than English

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

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

Required
High School Diploma (or equivalent)
Each university may have additional requirements. Students should refer to college catalogs of the university to which they plan to apply.

Minimum Admissions Requirements for High School GPA and SAT/ACT Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Minimum GPA</th>
<th>Minimum SAT</th>
<th>Minimum ACT Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 and beyond</td>
<td>2.5</td>
<td>800</td>
<td>17</td>
</tr>
</tbody>
</table>

Students must submit either the SAT I (which includes the writing component) or the ACT with the writing component.
The 16 Campuses of the University of North Carolina

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

Community College Programs

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

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

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

- **College Transfer Programs**
  College Transfer programs are designed so that students can complete up to two years of a four-year bachelor’s degree at a community college. An associate degree in Arts, Science or Fine Arts is awarded upon completion of the program. High School students may take college courses while in high school at no cost if they meet eligibility requirements and maintain their standing while attending. Students earn both high school credit and college credit for these courses. Students should check the Career and College Promise section of this guide.

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

The North Carolina Community College System serves a broad range of persons whose needs, skills, and interests require a range of educational and training resources. North Carolina Community Colleges have open door admissions.

There may be some program specific requirements for high demand programs and additional course-specific pre-requisites. See your counselor for additional information.

**Promotion Requirements**

Students must be present 82 days in a semester course or 164 days for a year-long course.

Promotion to the next year will be based on the number of credits earned each year. To be promoted to grade 10, at least 5 credits must be earned. For promotion to grade 11, a minimum of 12 credits are needed. At least 20 credits will be required to be promoted to grade 12.

Students transferring into a Lee County School who have been promoted under their previous school’s standards will retain their pre-transfer grade level. Transfer students must then meet local promotion standards for subsequent grade level promotion. North Carolina state and local graduation requirements must be met in order for students to obtain a Lee County School’s diploma. Graduation requirements for transfer students will be four (4) less than the maximum number of credits that student is eligible to earn over his/her four year high school career during the regular school year.
Grading Scale
As outlined in SBE Policy GCS-L-004, effective with the 2015-2016 school year, schools are using a 10 point grading scale.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Standard Courses</th>
<th>Honors Courses</th>
<th>AP/IB Dual Enrollment Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Weighted Grades/Quality Points
As outlined in SBE Policy GCS-L-004, effective with the 2015-2016 school year, students who initially enter 9th grade during the 2015-2016 school year and beyond have a new weighting scale.

Initial 9th Grade Entry 2015-2016 and Beyond Weighted Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Standard Courses</th>
<th>Honors Courses</th>
<th>AP/IB Dual Enrollment Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Weighted Grades for Grades Earned Prior to 2015-2016 in Grades 9-12

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>B</td>
<td>3.500</td>
</tr>
<tr>
<td>C</td>
<td>3.000</td>
</tr>
<tr>
<td>D</td>
<td>2.500</td>
</tr>
<tr>
<td>E</td>
<td>2.000</td>
</tr>
<tr>
<td>F</td>
<td>1.500</td>
</tr>
<tr>
<td>G</td>
<td>1.000</td>
</tr>
<tr>
<td>H</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Grades earned in Honors courses earned one additional quality point. Grades earned in Advanced Placement courses earned two additional quality points.

Early Graduation
Early Graduation is a serious decision that requires principal approval and is decided on a case by case basis. The choice to graduate early has significant impact on available post-high school education and employment options. It should not be a rushed decision, but rather a well-planned and thoughtful action weighed carefully by students and parents over a period of time. Graduating early allows the student only enough time to complete the minimum graduation requirements and will limit the student’s opportunities to enrich their course of study through accelerated courses such as Advanced Placement, higher level world language classes, and classes in Career and Technical Education.

Conferences with the school counselor will assure a comprehensive analysis of post-secondary options available to early graduates. Students who have completed all graduation requirements including specific course and testing requirements, an appropriate course of study, and total number of graduation credits required, may request to graduate early, either at mid-year of their senior year or at the end of their junior year. The student’s grade classification will be based on the LCS high school promotion standards. Diplomas are awarded only at the end of the school year.
Attendance in a Course for Credit
As outlined in Lee County Schools Policy 4400, students must be present 82 days in a semester course or 164 days for a year-long course to receive credit. All absences, both excused and unexcused, will be counted in computing the attendance requirement.

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

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

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

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

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

Driver’s License Law & Athletic Eligibility

Driver’s License Law
North Carolina law states that students who have dropped out of school or who have not passed three out of four courses the previous semester will not be eligible to receive a Driver Eligibility Certificate. Students who have a permit or license will be reported to the Department of Motor Vehicles and will have their permit or license revoked.

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

- pass a minimum of three out of four courses the previous semester
- be in attendance for at least 85 percent of the previous semester
- meet local promotion standards at the end of each school year
- meet district residency requirements

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

Student athletes interested in participating in college or university athletic programs are encouraged to see their counselor to discuss high school requirements to meet NCAA eligibility standards in college. For additional information see your counselor or athletic director. More information may be found at: http://www.nchsaa.org/students-parents/eligibility/ncaa-and-naia-eligibility.
High School Courses for Middle School Students
As outlined in SBE Policy GCS-M-001, students have the opportunity to earn high school credit while in middle school. Lee County Schools will offer the following courses to middle school students: English I; Math I; Math II; World History; American History: The Founding Principles, Civics, and Economics; and Earth/Environmental Science.

High School Courses Taken at the Middle School
Frequently Asked Questions

Q: Is there a placement exam?
A: No. Students who successfully complete their courses may be placed in the next level of the course.

Q: Are students required to take an exam?
A: Yes. Students enrolled in Math I are required to take an End-of-Course test and students enrolled in English I; Math II; Earth and Environment Science; World History; and American History: The Founding Principles, Civics, and Economics are required to take a North Carolina Final Exam.

Q: Are students required to take the English/Language Arts, Math, or Science EOG if they are in a high school course?
A: Yes. The EOG is required for all students grades 3-8. Therefore, if a student has a high school course, they will be required to take both the EOG and the required test for the high school course.

Q: Can a student repeat a course for credit at the high school level?
A: No. While a student may repeat a course that he/she passed, he/she may not receive credit for the same course twice.

Q: If a student earns credit at the middle school level, will he/she have to take additional courses at the high school level as well?
A: Yes. Students who have earned one (or more) units of credit in middle school must take the remaining graduation requirements in high school.

Q: Will the grades earned for high school courses appear on the transcript?
A: Yes. The grade will be listed on the transcript under Grades 6, 7, or 8 with one unit of credit.

Q: Will the grade earned be included in the student’s high school grade point average (GPA)?
A: No. Only courses taken during the high school years will be included in the student’s grade point average. Grades for courses taken in middle school are not included in the high school GPA calculation.

Q: How much does the EOC or NCFE count toward the final grade?
A: An EOC or NCFE must count 20% of the final grade for a high school credit course.
**TESTING**

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

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

**North Carolina Final Exams**
The North Carolina Final Exam (NCFE) Tests are used to sample a student’s knowledge of subject-related concepts as specified in the Common Core and Essential State Standards to provide a measure for teacher effectiveness.

All North Carolina Final Exam Tests will be administered at the end of the semester or the end of the year for year-long courses. Schools shall use results from all NCFE tests as twenty percent (20%) of the student’s final grade for each respective course. Each student shall take the appropriate NCFE assessment if they are enrolled in the course. Students shall take the appropriate NCFE assessment at the end of the course regardless of the grade level in which the course is offered.

**CTE Post-Assessments**
Career and Technical Education (CTE) post-assessments are end-of-course tests provided by the Department of Public Instruction and are required in most CTE courses. These assessments provide documentation of the individual student’s attainment of technical competencies based on the goals and objectives of the CTE Essential Standards document. Scores are reported to the Department of Public Instruction and used to evaluate programs and the system-wide attainment of performance standards as required by the Carl D. Perkins Career and Technical Education Act.
ACT
The ACT assesses high school students’ general educational development and their ability to complete college-level work. The ACT has five sub-scores: four multiple-choice tests covering skill areas of English, mathematics, reading, and science; and the Writing Test measuring skill in planning and writing a short essay. The ACT is administered at selected sites nationally. For these administrations, students must pay and register several weeks prior to the test date. Registration information is available in the school counselors’ office at each high school and at www.actstudent.org.

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

Advanced Placement (AP) Testing
The College Board will coordinate the national administration of the Advanced Placement exams during May of each school year.
For more information, see your counselor.

SAT
The SAT is an optional test nationally administered by the College Board. It assesses students in three areas: Critical Reading, Math and Writing. Critical Reading skills are assessed by multiple choice questions using critical reading passages, paired passages, vocabulary in context and sentence completion. Math sections allow the use of a calculator and employ multiple choice questions and “constructed responses” to measure how well students understand and apply mathematics to new situations and non-routine problems. The section on Writing includes multiple-choice questions on grammar and usage and a student-written essay. The SAT is one of the admissions tests that may be used by post-secondary institutions to assist in selecting students. The SAT is administered at selected sites nationally. Students must pay and register online or by mail several weeks prior to the test date. Registration information is available in the school counselors’ office at each high school and at www.collegeboard.org.

WorkKeys®
WorkKeys® is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. WorkKeys assessments will be administered to CTE Completers during their senior year at no cost to the student. Taking the WorkKeys assessments is an important first step to prepare for post high school education, training, or a career. For more information on WorkKeys, students may see www.act.org/workkeys.

WorkKeys is administered as a career-readiness measure to students who are projected to graduate in the current school year and are identified as Career and Technical Education (CTE) concentrators or expected to be concentrators (4 credits with at least one Level II course).
SPECIAL PROGRAMS

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

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

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

To be eligible, a student must be a junior or a senior, have a 3.0 grade point average and demonstrate they are college ready by taking a college assessment test like the SAT or ACT. For the career/technical track, the GPA requirement can be waived in some circumstances. All Career and College Promise Students must maintain a 2.0 College GPA (‘C’ average) in order to remain in the program. CCCC verifies grades at the end of each semester and will inform the high school of any student that is no longer eligible for the CCP program.

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

CCCC CAREER AND TECHNICAL EDUCATION PATHWAYS
Accounting
Automotive Restoration
Broadcast Production & Technology
Business Administration
Computer Information Technology
Cosmetology
Criminal Justice
Culinary Arts
Early Childhood Education
Electronics Engineering/Laser & Photonics
Welding (Caterpillar Apprenticeship)
Library & Information Technology
Nurse Aide
Telecommunications Installation and Maintenance

CCCC COLLEGE TRANSFER PATHWAYS
Pre-Associate in Arts
Pre-Associate in Science
North Carolina School of Science and Math
NCSSM offers two options: 1) Distance Education courses where students register for courses that interest them, and 2) Online Education, a two year program where students take courses similar to those offered in the NCSSM residential program. Students must meet eligibility criteria for both options. Students may find additional information at http://www.ncssm.edu/learn. Also, students may find information at http://online.ncssm.edu.

North Carolina Virtual Public School
NCVPS provides online learning opportunities to students in North Carolina.

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

More information may be found at www.ncvps.org.
To complete a CTE Cluster for graduation:
- The student must take at least four technical credits from among the courses listed in the Career Cluster charts.
- At least three of the technical credits must come from among the Foundational courses listed.
- At least one of the Foundational courses must be at the completer level, identified by an asterisk (*) on the following charts.
- The fourth technical credit can be either a Foundational or Enhancement course.

Every Career Cluster allows students to participate in work-based learning experiences such as internships and apprenticeships.

Contact your school’s Career Development Coordinator for more information. For details on the careers, certifications, and leadership opportunities within each career cluster, visit the Lee County Schools Career and Technical Education website at http://www.leecountycareertech.org.

CTE Advanced Studies
Advanced Studies may be selected when a student has completed technical credits including a completer course within a career cluster. See your Career and Technical Education teacher if you are interested in CTE Advanced Studies Courses.

Work-based Learning
Students have an opportunity to participate in advanced Career and Technical Education (CTE) courses once they have met the minimum requirements.

Work-based Learning opportunities allow students to expand their knowledge and skills within a particular career cluster through internships, apprenticeships, and job shadowing. Please visit with your school’s Career Development Coordinator for more information on these opportunities.

Why Should You Take Career and Technical Education (CTE) Courses?
CTE leads to:
- High skill, high wage, and high demand occupations
- A head start on a college degree by earning college credits while in high school
- Skills that provide an earning advantage both during and after high school through nationally recognized certifications
- Hands-on work based learning with the business community through activities such as apprenticeships, internships, and cooperative learning
Career and Technical Education (CTE) Program Descriptions

AGRICULTURAL EDUCATION prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. Agricultural Education prepares students for more than 300 careers in the agricultural industry including production, financing, processing, marketing, and distribution of agricultural products. Agricultural Education develops leaders for the vast network of supporting careers that provide the supplies, services, management, and conservation of our natural resource systems. The Agricultural Education program is built on the three core areas of classroom and laboratory instruction, supervised agricultural experience programs, and FFA student organization activities.

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION is a broad, comprehensive curriculum at the high school level that provides students with meaningful instruction for and about business, finance, and information technology. Business, Finance, and Information Technology Education plays a major role in preparing a competent, business-literate, and skilled workforce. The program area is designed to integrate business, finance, and information technology skills into the middle and high school curriculum.

FAMILY AND CONSUMER SCIENCES EDUCATION (FACS) empowers individuals to manage the challenges of living and working in a diverse global society. Students develop human literacy as they master a complex set of essential skills and knowledge needed to achieve quality of life. They gain career preparedness as they acquire readiness to participate in a rapidly changing workforce and global economy.

Family and Consumer Sciences students prepare for family life, work life, and careers in eight core areas:
- Consumer Education and Resource Management
- Early Childhood Education and Services
- Family and Interpersonal Relationships
- Food Production and Services
- Housing, Interiors, and Design
- Nutrition and Wellness
- Parenting Education and Human Development
- Textiles, Apparel, and Fashion

HEALTH SCIENCE EDUCATION is a broad curriculum at the high school level that provides students with meaningful instruction for and about health care careers. Health Science Education plays a major role in meeting present and predicted needs for health care professionals within a health care delivery system characterized by diversity and changing technologies.

Health Science Education is designed to prepare graduates as viable competitors in the health care industry and for advanced educational opportunities.

MARKETING AND ENTREPRENEURSHIP EDUCATION provides opportunities for students to apply problem solving and analytical skills. Students are prepared for advancement in marketing, management, and entrepreneurship careers.

Marketing, management, and entrepreneurship are vast and diverse disciplines. Their functions exist in all industries. These disciplines encompass activities of ideation of products and services, better use of resources, and the aspects of consumption of products and services. These activities prepare students with the knowledge and skills as specific as procedures for research and, at the same time, as general as the creativity needed in promotion.

TECHNOLOGY ENGINEERING AND DESIGN provides high school students essential and enduring 21st century skills. Technology Engineering and Design is a STEM (Science, Technology, Engineering, and Math) program that uses the arts, engineering, languages, technologies, and sciences to understand, communicate, and design.

TRADE AND INDUSTRIAL EDUCATION provides students the opportunity to advance in a wide range of trade and industrial occupations. They are prepared for initial employment, further education at the community college or university level, and/or business ownership. A balanced program of classroom study and practical work experiences produces competent workers who can manage resources, work cooperatively, organize and use information, understand complex systems, and apply appropriate technology. Work-based learning strategies including apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, and job shadowing are available through the Trade and Industrial Education program.
## Career and Technical Education (CTE) Career Clusters

**Students entering high school in 2012-2013 or later**

<table>
<thead>
<tr>
<th>AGRICULTURE AND NATURAL RESOURCES</th>
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<th>Enhancement</th>
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<td>Animal Science I</td>
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<td>Foods I</td>
<td>X</td>
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<td>Foods II - Enterprise *</td>
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<td>Horticulture I</td>
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<td>Veterinary Assisting Honors</td>
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* = Completer Level Course in this cluster
## Career and Technical Education (CTE) Career Clusters

### Students entering high school in 2012-2013 or later

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## Career and Technical Education (CTE) Career Clusters

<table>
<thead>
<tr>
<th>Students entering high school in 2012-2013 or later</th>
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</thead>
<tbody>
<tr>
<td><strong>ARTS, A/V &amp; COMMUNICATIONS</strong></td>
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<tr>
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<tr>
<td>Adobe Digital Design</td>
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<td>Adobe Visual Design</td>
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<td>Apparel and Textile Production I</td>
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<td>Apparel and Textile Production II *</td>
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# Career and Technical Education (CTE) Career Clusters

## Students entering high school in 2012-2013 or later

<table>
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<tr>
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<td>Accounting I</td>
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<td>Entrepreneurship I *</td>
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<td>Principles of Business &amp; Finance</td>
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## Career and Technical Education (CTE) Career Clusters

**FINANCE**

<table>
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<tr>
<th>Course</th>
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* = **Completer Level Course in this cluster**

** = **Students that complete Academy of Business and Finance automatically complete cluster**
## Career and Technical Education (CTE) Career Clusters

<table>
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<tr>
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<td>Foods I</td>
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<td>Parenting &amp; Child Development</td>
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## Career and Technical Education (CTE) Career Clusters

### HOSPITALITY & TOURISM

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<tr>
<th>Course</th>
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## Career and Technical Education (CTE) Career Clusters

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* = *Completer Level Course in this cluster*
## Career and Technical Education (CTE) Career Clusters

### Students entering high school in 2012-2013 or later

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<tr>
<td>Network Engineering Technology II – Cisco *</td>
<td></td>
<td>X</td>
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<tr>
<td>Network Engineering Technology III - Cisco</td>
<td></td>
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</tr>
<tr>
<td>Principles of Business &amp; Finance</td>
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</tr>
</tbody>
</table>

* = Completer Level Course in this cluster
## Career and Technical Education (CTE) Career Clusters

### Students entering high school in 2012-2013 or later

<table>
<thead>
<tr>
<th>MANUFACTURING</th>
<th>Foundation</th>
<th>Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caterpillar Apprenticeship Courses **</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Agricultural Mechanics I</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Apparel and Textile Production I</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Apparel and Textile Production II</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CTE Advanced Studies</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Drafting I</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Introduction to Trade and Industrial Education</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Metals Manufacturing Technology I</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Metals Manufacturing Technology II *</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Microsoft Excel and Access</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Microsoft Word and PowerPoint</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Multimedia &amp; Webpage Design</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Principles of Business &amp; Finance</td>
<td>X</td>
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</tr>
</tbody>
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** = Students that complete Academy of Business and Finance automatically complete cluster
## Career and Technical Education (CTE) Career Clusters

Students entering high school in 2012-2013 or later

<table>
<thead>
<tr>
<th>MARKETING</th>
<th>Foundation</th>
<th>Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel and Textile Production I</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>CTE Advanced Studies</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship I *</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship II</td>
<td>X</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Principles of Business &amp; Finance</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Strategic Marketing</td>
<td></td>
<td>X</td>
</tr>
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## Career and Technical Education (CTE) Career Clusters

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<tr>
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</thead>
<tbody>
<tr>
<td>SCIENCE, TECHNOLOGY, ENGINEERING &amp; MATHEMATICS (STEM)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academy of Engineering (AOE) Courses</strong> **</td>
<td></td>
</tr>
<tr>
<td>Applications of Engineering and Technology *</td>
<td>X</td>
</tr>
<tr>
<td>CTE Advanced Studies (AOE Capstone)</td>
<td>X</td>
</tr>
<tr>
<td>Drafting I</td>
<td>X</td>
</tr>
<tr>
<td>Entrepreneurship I</td>
<td>X</td>
</tr>
<tr>
<td>Foundations of Engineering and Technology I</td>
<td>X</td>
</tr>
<tr>
<td>Foundations of Engineering and Technology II</td>
<td>X</td>
</tr>
<tr>
<td>Horticulture I</td>
<td>X</td>
</tr>
<tr>
<td>Introduction to Trade and Industrial Education</td>
<td>X</td>
</tr>
<tr>
<td>Microsoft Excel and Access</td>
<td>X</td>
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## Career and Technical Education (CTE) Career Clusters

| Students entering high school in 2012-2013 or later |
|---------------------------------|----------------|
| TRANSPORTATION, DISTRIBUTION & LOGISTICS | Foundation | Enhancement |
| Agriculture Mechanics I |   | X |
| Automotive Service I | X |   |
| Automotive Service II* | X |   |
| Automotive Service III | X |   |
| Automotive Advanced Electrical* | X |   |
| Automotive Brakes | X |   |
| Automotive Computer System Diagnostics |   | X |
| Automotive Electrical | X |   |
| CTE Advanced Studies | X |   |
| Entrepreneurship I | X |   |
| Introduction to Automotive Service | X |   |
| Introduction to Trade and Industrial Education |   | X |
| Microsoft Excel and Access | X |   |
| Microsoft Word and PowerPoint | X |   |
| Principles of Business & Finance | X |   |
| Strategic Marketing | X |   |

* = Completer Level Course in this cluster
What are career academies?
Lee County Schools Career Academies, in partnership with the parents and community, are committed to preparing students for service and leadership in the hospitality and tourism, engineering, and finance industries. Our mission is to **ENCOURAGE** achievement and social responsibilities, **ENGAGE** students through real-world experiences, and **ENABLE** students to grow and be versatile amidst industry change.

<table>
<thead>
<tr>
<th>National Academy Foundation (naf.org)</th>
<th>Benefits of being an academy student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee County Career Academies work with the National Academy Foundation</td>
<td>1. <strong>PAID</strong> internships available for students during their senior year</td>
</tr>
<tr>
<td>The National Academy Foundation (NAF) has more than 565 academies across 38 states and includes more than 70,000 students. NAF celebrates a 96% graduation rate among its students as a result of the collaboration of dedicated educators, business partners and hard-working students.</td>
<td>2. Opportunity to take college courses at Central Carolina Community College</td>
</tr>
<tr>
<td>NAF is a leader in the movement to prepare young people for college and career success.</td>
<td>3. Academy students can also earn 1-year certificates at CCCC including:</td>
</tr>
<tr>
<td>NAF has refined a proven educational model which includes:</td>
<td>a. Tax Payers Certificate</td>
</tr>
<tr>
<td>- Industry-focused curriculum</td>
<td>b. Culinary Certificate</td>
</tr>
<tr>
<td>- Work-based learning experiences</td>
<td>c. Social Media Marketing Certificate</td>
</tr>
<tr>
<td>- Community business partner involvement</td>
<td>4. Advisory Board consisting of local business leaders who will advise both teachers and students to ensure that the academies are successful</td>
</tr>
</tbody>
</table>

Students in the academy also have the opportunity to receive NAF Track Certification.

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

The NAF Track Certification provides:
- College internship opportunities
- Guaranteed interviews with these companies after college
- Priority hiring among equally qualified applicants
- Potential higher starting salary and much more!
The **Academy of Engineering** answers a need for engineers in this country by educating high school students in the principles of engineering, and providing content in the fields of electronics, biotech, aerospace, civil engineering, and architecture. Lee County Schools Academy of Engineering uses curriculum from Paxton/Patterson, an industry leader in providing engineering curriculum to high school students.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Engineering and Technology I</td>
<td>Foundations of Engineering and Technology II</td>
<td>Applications of Engineering and Technology</td>
<td>CCCC Courses</td>
</tr>
<tr>
<td>Drafting I</td>
<td>Drafting II – Architectural</td>
<td>Drafting III – Architectural</td>
<td>CTE Advanced Studies (Autodesk Certified User and Solidworks)</td>
</tr>
<tr>
<td></td>
<td>Drafting II - Engineering</td>
<td>Drafting III - Engineering</td>
<td></td>
</tr>
</tbody>
</table>

**Certifications and Honors Earned:**
- Certified Solidworks Associate
- Autodesk Certified User
- Career Readiness Certificate (WorkKeys)
- Community College Articulation Credit
- CCCC College Certificate

**Academy of Engineering Cohorted Courses:**
Students in the Academy of Engineering will also take the following core courses as a group and the teachers will connect these courses with the engineering curriculum:
- Math
- Science

For more information, please go to the following websites:

[www.leecountycareertech.org](http://www.leecountycareertech.org) – click on career academies

[www.naf.org](http://www.naf.org) – click on about NAF
Academy of Engineering
Course Descriptions

Foundations of Engineering and Technology I
This course is an exploratory course featuring design based problem solving and academic concepts in 6 modules from architectural design to transportation. A high-energy multimedia format takes student involvement to an even higher level. Students will use Paxton/Patterson’s CAREERplus Integrated Instructional Units to explore open-ended problems and imagine solutions. Additional whole class learning experiences focus on learning the basic characteristics of technology and design. Students will use this course as a foundation before moving on to the more rigorous, upper-level technology and engineering courses. This course and TSA technical and leadership activities enhance the skills of students interested in pursuing technical, engineering, or science related careers.
CREDIT: 1 TYPE: Standard

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

Applications of Engineering and Technology Honors
Students will work individually and in teams to apply engineering and technology concepts to solve real world problems. This course includes applications of alternative energy, manufacturing, architecture, and robotics. Students will gain experience using industry recognized SolidWorks design software and explore the career opportunities available in engineering and technology fields.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Foundations of Engineering and Technology II Honors

Drafting I
This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1 TYPE: Standard

Drafting II-Architecture Honors
This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Drafting I
Drafting III-Architecture Honors
This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of computer assisted design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Drafting II-Architecture Honors

Drafting III – Engineering Honors
This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Drafting II – Engineering Honors

Advanced Studies for AOE - Solidworks/Autodesk Honors
This is a capstone course for students in the Academy of Engineering. In this course, students will complete the requirements of the Academy and obtain their Certified SolidWorks Associate and Autodesk Certified User credential.
CREDIT: 1 TYPE: Honors

Drafting II – Engineering Honors
This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Drafting I
The **Academy of Finance** connects high school students with the world of financial services and personal finance, offering a curriculum that covers banking and credit, financial planning, global finance, securities, insurance, accounting, and economics. The Academy of Finance curriculum and certification is being validated by the [Council for Economic Education](https://www.naf.org/).

### Academy of Finance Cohorted Courses:

Students in the Academy of Finance will also take the following core courses as a group and the teachers will connect these courses with the business and finance curriculum:

- **Math**
- **Social Studies**

### Certifications and Honors Earned:

- Quickbooks
- Microsoft Office Specialist
- Adobe (at Lee County High School)
- Career Readiness Certificate (Work Keys)
- Community College Articulation Credit
- CCCC College Certificate

### Course Offerings:

<table>
<thead>
<tr>
<th>9th Grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Principles of Finance</td>
<td>Financial Services</td>
<td>Business Economics</td>
<td>Business in a Global Economy</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Financial Planning</td>
<td>Ethics in Business</td>
<td>Applied Finance</td>
</tr>
<tr>
<td>Microsoft Word/PPT</td>
<td>Microsoft Excel/Access</td>
<td>Accounting II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accounting I</td>
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</tbody>
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For more information, please go to the following websites:

- [www.leecountycareertech.org](http://www.leecountycareertech.org) – click on career academies
- [www.naf.org](http://www.naf.org) – click on about NAF
Academy of Business and Finance
Course Descriptions

Principles of Finance
This is the first course students take in the Academy of Business and Finance and introduces students to the financial world. Students develop financial literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital; and study key investment-related terms and concepts. They also research how innovations have changed the financial services field. Students explore careers that exist in finance today.
CREDIT: 0.5  TYPE: Standard

Financial Services
This course gives students an overview of banks and other financial services companies. It introduces students to the origins of money and banking and examines the early history of banking in the United States. Students study the financial services industry and the types of companies it includes in depth. They learn about the services offered by such companies and analyze the ways these companies earn profits. Students examine careers in financial services.
CREDIT: 0.5  TYPE: Standard

Financial Planning
Financial Planning provides students with an overview of the job of a financial planner. Students learn to consider how all aspects of financial planning might affect a potential client, and learn about the importance of financial planning in helping people reach their life goals. This course includes lessons on saving, borrowing, credit, and all types of insurance, and covers various types of investments. Students also examine careers in financial planning.
CREDIT: 0.5  TYPE: Standard

Applied Finance
Applied Finance delves into the financial concepts introduced in Principles of Finance. Students learn to identify the legal forms of business organization and continue to develop an understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today.
CREDIT: 0.5  TYPE: Standard
PREREQUISITE: Principles of Finance

Entrepreneurship
Entrepreneurship introduces students to the critical role entrepreneurs play in the national and global economy. Students learn the skills, attitudes, characteristics, and techniques necessary to become successful entrepreneurs. They explore starting a business and learn about the operational issues and financial risks that new businesses face. Students examine ethical issues and develop a framework for managing them. Students identify the risks, returns, and other aspects of entrepreneurship as a potential career.
CREDIT: 0.5  TYPE: Standard

Accounting I – Quickbooks LCHS
This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Standard
Accounting I SLHS
This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1 TYPE: Standard

Accounting II Honors
This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Accounting I or Accounting I–Quickbooks

Business Economics
Business Economics introduces students to the key concepts of economics as they pertain to business. This course discusses the American economy and the factors that influence the success of businesses and products. It describes forms of business ownership, discusses the relationship of labor and business, and provides a broad overview of the global economy. Students also examine careers in business, both as employees and as business owners.
CREDIT: 0.5 TYPE: Standard

Business in a Global Economy
Business in a Global Economy provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally, and to the potential opportunities available to those businesses. Building on concepts introduced in Principles of Finance, Business in a Global Economy broadens students’ understanding of how businesses operate, grow, and thrive in our ever-changing world.
CREDIT: 0.5 TYPE: Standard

Ethics in Business
This course introduces the importance of ethics in business. Students focus on the significance of ethics to stakeholders; examine who bears responsibility for monitoring ethics; and explore ethical situations common in organizations. Students examine how ethics affects various business disciplines and consider the impact of organizational culture. Students also explore ethics as social responsibility, the evolution of ethics in international business, and how the free market and ethics can coexist.
CREDIT: 0.5 TYPE: Standard
Microsoft Excel and Access

Students 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 students 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 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. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel and/or Access, [www.microsoft.com/learning/en/us/certification/mos.aspx](http://www.microsoft.com/learning/en/us/certification/mos.aspx).

**CREDIT:** 1  **TYPE:** Standard

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Microsoft Word, PowerPoint, and Publisher

Students benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, [www.microsoft.com/learning/en/us/certification/mos.aspx](http://www.microsoft.com/learning/en/us/certification/mos.aspx).

**CREDIT:** 1  **TYPE:** Standard
The **Academy of Hospitality & Tourism** helps students chart career paths in one of the world’s largest industries, from hotel management to sports, entertainment, and event management, and includes the study of geography, economics, and world cultures. The Academy of Hospitality & Tourism curriculum has received industry validation from the [Global Travel and Tourism Partnership](https://www.globalttp.org) (GTTP) and The [Institute of Travel & Tourism](https://www.ittnet.org) (ITT). Additionally, GTTP and the Academy of Hospitality & Tourism offer a joint certification.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Principles of Hospitality and Tourism</td>
<td>Geography for Tourism</td>
<td>Sports, Entertainment, and Event Planning</td>
<td>Sustainable Tourism</td>
</tr>
<tr>
<td>Delivering Great Customer Service</td>
<td>Business Ethics</td>
<td>Hospitality Marketing</td>
<td>Entrepreneurship</td>
</tr>
</tbody>
</table>

**Certifications and Honors Earned:**
- National Retail Federation Certification in Customer Service
- ServSafe® (culinary industry)
- Career Readiness Certificate (Work Keys)
- Community College Articulation Credit
- CCCC College Certificate

**Academy of Hospitality & Tourism Cohorted Courses:**
Students in the Academy of Finance will also take the following core courses as a group and the teachers will connect these courses with the hospitality & tourism curriculum:
- English
- Social Studies

For more information, please go to the following websites:

- [www.leecountycareertech.org](http://www.leecountycareertech.org) – click on career academies
- [www.naf.org](http://www.naf.org) – click on about NAF
**Academy of Hospitality & Tourism Course Descriptions**

**Principles of Hospitality and Tourism**
This is the first course students take in the Academy of Hospitality and Tourism and provides an overview of the current hospitality and tourism industry. Students learn about the history of the industry, explore traveler motivation and consumer needs, the industry's economic and environmental impacts, domestic and international travel, and sales in tourism. Students explore careers in the hospitality and tourism industry.

**CREDIT:** 0.5  **TYPE:** Standard

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

**CREDIT:** 0.5  **TYPE:** Standard

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

**CREDIT:** 0.5  **TYPE:** Standard

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

**CREDIT:** 0.5  **TYPE:** Standard

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

**CREDIT:** 0.5  **TYPE:** Standard

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

**CREDIT:** 0.5  **TYPE:** Standard
Ethics in Business
This course introduces the importance of ethics in business. Students focus on the significance of ethics to stakeholders; examine who bears responsibility for monitoring ethics; and explore ethical situations common in organizations. Students examine how ethics affects various business disciplines and consider the impact of organizational culture. Students also explore ethics as social responsibility, the evolution of ethics in international business, and how the free market and ethics can coexist.
CREDIT: 0.5 TYPE: Standard

Entrepreneurship
Entrepreneurship introduces students to the critical role entrepreneurs play in the national and global economy. Students learn the skills, attitudes, characteristics, and techniques necessary to become successful entrepreneurs. They explore starting a business and learn about the operational issues and financial risks that new businesses face. Students examine ethical issues and develop a framework for managing them. Finally, students identify the risks, returns, and other aspects of entrepreneurship as a potential career.
CREDIT: 0.5 TYPE: Standard

Academy Internship (AOHT)
Students should register for this course to complete their senior internship. This is a capstone to the student’s academy experience. Please see the Academy Director for details.
CREDIT: 1 TYPE: Standard

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

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

Adobe Certified Associate
Autodesk Certified User
Caterpillar Apprenticeship Training in Welding (CAT-W)
Certified SolidWorks Associate
CISCO Certified Network Associate
CompTIA A+
Intuit Quickbooks Certified User
Microsoft Office Specialist
National Academy Foundation’s Academy of Engineering
National Academy Foundation’s Academy of Finance
National Academy Foundation’s Academy of Hospitality & Tourism
National Center for Construction Education and Research (NCCER)
National Institute for Automotive Service Excellence (ASE)
North Carolina Career Readiness Certificate
North Carolina Early Childhood Education Credential
OSHA 10-Hour Safety Certificate
ServSafe
Career and Technical Education (CTE) Course Descriptions

Agricultural Education Courses

Agricultural Mechanics I  LCHS
This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs 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, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, 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. Class size is limited.
CREDIT: 1   TYPE: Standard
PREREQUISITE: Agricultural Mechanics I

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

Animal Science I
This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1   TYPE: Standard
Animal Science II LCHS
This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Animal Science I

Animal Science II Small Animal SLHS
This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Animal Science I

Veterinary Assisting Honors SLHS
This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, enhancement of animal care learned in previous animal courses, and surgical/radiological procedures. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will have hands-on skill sets that will be enforced with 200 laboratory/classroom hands-on hours and 300 hours under the supervision of a licensed veterinarian or certified veterinary technician working in animal medicine throughout all animal courses in high school. The students will complete the skills and have them checked off during the 1-3 year(s) of high school. Applied mathematics, science, writing, and skill sets are integrated throughout the curriculum. Students will learn the material in order to be prepared for the Veterinary Assisting exam developed by the Texas Veterinary Medical Association. With successful completion of the exam and hours, students will be able to be a Certified Veterinary Assistant (CVA) Level 1.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Animal Science II - Small Animal

Horticulture I
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, 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.
CREDIT: 1 TYPE: Standard
Horticulture II Honors
This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Honors  PREREQUISITE: Horticulture I

Business, Finance, and Information Technology
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. Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Standard

e-Commerce I Honors
This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website. Art is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.
CREDIT: 1  TYPE: Honors  PREREQUISITE: Multimedia and Webpage Design

e-Commerce II Honors
This course is designed to help students master advanced skills in electronic commerce security, payment infrastructure, secure electronic commerce transactions, and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites as students develop a capstone project. Arts and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.
CREDIT: 1  TYPE: Honors  PREREQUISITE: e-Commerce I – Honors
**Microsoft Excel and Access**

Students 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 students 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 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. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel and/or Access, [www.microsoft.com/learning/en/us/certification/mos.aspx](http://www.microsoft.com/learning/en/us/certification/mos.aspx).

**CREDIT:** 1  **TYPE:** Standard

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**Multimedia and Webpage Design**

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CREDIT:** 1  **TYPE:** Standard

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**Microsoft Word, PowerPoint, and Publisher**

Students benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
**Family and Consumer Sciences**

**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. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.

**CREDIT:** 1  **TYPE:** Standard

**Apparel and Textile Production II**

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. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.

**CREDIT:** 1  **TYPE:** Standard

**PREREQUISITE:** Prerequisite: Apparel and Textile Production I

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**Introduction to Culinary Arts and Hospitality**

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, small wares, culinary math, and basic knife skills in a commercial food service facility are taught. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Foods I is recommended as preparation for this course. *Class size is limited. *See [http://www.servsafe.com/](http://www.servsafe.com/) for information on the student credentialing program and testing information.

**CREDIT:** 1  **TYPE:** Standard

**PREREQUISITE:** Introduction to Culinary Arts and Hospitality

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**Culinary Arts and Hospitality I**

This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. Class size is limited.

**CREDIT:** 1  **TYPE:** Standard

**PREREQUISITE:** Culinary Arts and Hospitality I
Culinary Arts and Hospitality II
This course provides advanced experiences in cold and hot and food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited. *This is a two-semester course. Upon successful completion of the course, two units of credit will be earned. Partial credit will not be given.
CREDIT: 2   TYPE: Standard
PREREQUISITE: Culinary Arts and Hospitality I

Foods I
This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.
CREDIT: 1   TYPE: Standard

Foods II – Enterprise
This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited. *See [http://www.servsafe.com/](http://www.servsafe.com/) for information on the student credentialing program and testing information.
CREDIT: 1   TYPE: Standard
PREREQUISITE: Foods I

Parenting and Child Development LCHS
This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1   TYPE: Standard
**Early Childhood Education I LCHS**
This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Parenting and Child Development is recommended as preparation for this course. 

Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course. [http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html). Class size is limited. *Each student will be required to have a criminal history check (a photo ID is issued by the system) and a TB test prior to working in the Child Care Facility. The cost for the test is $15.00.* This is a one-semester double block course. Upon successful completion of the course, two units of credit will be earned. Partial credit will not be given for this course.

**CREDIT:** 2 **TYPE:** Standard

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**Early Childhood Education II Honors LCHS**
This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. 

Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html). Class size is limited. *Each student will be required to have a criminal history check (a photo ID is issued by the system) and a TB test prior to working in the Child Care Facility. The cost for the test is $15.00.* This is a one-semester double block course. Upon successful completion of the course, two units of credit will be earned. Partial credit will not be given for this course.

**CREDIT:** 2 **TYPE:** Honors

**PREREQUISITE:** Early Childhood Education I

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**Health Science Education**

**Health Team Relations**
This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

**CREDIT:** 1 **TYPE:** Standard
Health Science I
This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course.
CREDIT: 1 TYPE: Standard

Health Science II Honors
This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Health Science I

Marketing and Entrepreneurship
Entrepreneurship I
In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The courses Principles of Business and Finance or Marketing are recommended as preparation for this course. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), http://www.askinstitute.org/, credential.
CREDIT: 1 TYPE: Standard

Entrepreneurship II Honors
In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA and FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), http://www.askinstitute.org/, credential.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Entrepreneurship I
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. Mathematics and science are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 TYPE: Standard
PREREQUISITE: Apparel and Textile Production II

Sports and Entertainment Marketing I
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. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 TYPE: Standard

Marketing
In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 TYPE: Standard

Sports and Entertainment Marketing II Honors
In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 TYPE: Honors
PREREQUISITE: Sports and Entertainment Marketing I
Hospitality and Tourism Honors
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. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Marketing or Sports and Entertainment Marketing I.

Strategic Marketing Honors
This fast-paced course challenges students by combining into one course the concepts taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations, and global marketing. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Strategic Marketing can help prepare students for credentials: Assessment of Skills and Knowledge (A*S*K), http://www.askinstitute.org/ Professional Certification, www.nrffoundation.com Sales & Marketing Executives International, www.smei.org
CREDIT: 1  TYPE: Honors

Trade and Industrial Education
Introduction to Trade and Industrial Education LCHS
This course introduces students to as many as six career majors available in T and I Education. Students may rotate to different laboratories for instruction. Topics include level I objectives from each of the T and I courses being introduced. Skills in communication, science, mathematics, and leadership are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Hands-on work experiences and SkillsUSA leadership activities provide opportunities to enhance classroom instruction and career development.
CREDIT: 1  TYPE: Standard

Introduction to Automotive Service LCHS
This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.
CREDIT: 1  TYPE: Standard
Automotive Service I LCHS
This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.
CREDIT: 1 TYPE: Standard
PREREQUISITEx: Introduction to Automotive Service

Automotive Service II LCHS
This course builds on the knowledge and skills introduced in Automotive Service I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR-G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.
CREDIT: 1 TYPE: Standard
PREREQUISITEx: Automotive Service I

Automotive Service III LCHS
This course builds on the knowledge and skills introduced in Automotive Service I and II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR-G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.
CREDIT: 1 TYPE: Standard
PREREQUISITEx: Automotive Service II
Core and Sustainable Construction
This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course. Class size is limited.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Core and Sustainable Construction

Carpentry II
This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course. *This course is paired with Carpentry I. Students must register for each course. *Class size is limited.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Carpentry I

Carpentry I
This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course. *This course is paired with Carpentry II. Students must register for each course. *Class size is limited.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Carpentry I
Carpentry III
This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course. Class size is limited.
CREDIT: 1       TYPE: Standard
PREREQUISITE: Carpentry II

Electrical Trades I LCHS
This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *This course is paired with Electrical Trades II. Students must register for each course. Class size is limited.
CREDIT: 1       TYPE: Standard
PREREQUISITE: Core and Sustainable Construction

Electrical Trades II LCHS
This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding. English language arts, mathematics, and science are reinforced. Work based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *This course is paired with Electrical Trades I. Students must register for each course. Class size is limited.
CREDIT: 1       TYPE: Standard
PREREQUISITE: Electrical Trades I

Electrical Trades III LCHS
This course content includes motors, electric lighting, conduit bending, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, control systems, and concepts. Upon successful completion of the this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class is limited.
CREDIT: 1       TYPE: Standard
PREREQUISITE: Electrical Trades II
Masonry I LCHS
This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Class size is limited.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Core and Sustainable Construction

Masonry II LCHS
This course builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Math II is recommended as preparation for this course. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *This course is paired with Masonry III. Students must register for each course. Class size is limited.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Masonry I

Masonry III LCHS
This course develops advanced technical aspects of Masonry with emphasis on development of skills introduced in Masonry II. The course content includes residential plans and drawing interpretation, residential masonry, grout and other reinforcement, and metalwork in masonry. Introductory skills for the Crew Leader are also introduced in this course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course. *This course is paired with Masonry II. Students must register for each course. Class size is limited.
CREDIT: 1 TYPE: Standard

Metals Manufacturing Technology I LCHS
This course introduces various processes and job opportunities in manufacturing with emphasis on machining metal parts. Topics include safety, math, measurement, blueprint reading, layout, bench work, sawing, drilling, turning, and milling. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course. Class size is limited.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Masonry II
Metals Manufacturing Technology II LCHS
This course provides advanced instruction in manufacturing and introduces computer-assisted drafting/manufacturing and numerical control processes. Topics include safety, environmental protection, quality control, metallurgy, materials, layout, assembly, sawing, turning, milling, grinding, computer numerical control, computer-aided manufacturing, welding, and maintenance. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 2  TYPE: Standard
PREREQUISITE: Metals Manufacturing Technology I

Adobe Video Design LCHS
This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Digital Media I

Adobe Visual Design LCHS
This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, Adobe In-design, and Adobe Illustrator certifications. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Adobe Digital Design

Adobe Digital Design LCHS
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. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Adobe Visual Design

Digital Media I SLHS
This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in this course include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Standard
Advanced Digital Media  SLHS
This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in this course include graphics, animation, video, and web design. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Digital Media I

Network Engineering Technology I (Cisco)  LCHS
This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery -Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Network Engineering Technology I (Cisco)

Network Engineering Technology II (Cisco) – Honors  LCHS
This course provides a basic overview of routing and remote access, addressing, security, email services, web space, and authenticated access. Content includes the Internet and its uses, Help Desk operations, planning network upgrades, planning the addressing structure, configuring network devices, Routing, ISP services, ISP responsibilities, troubleshooting, and Cisco Certified Entry Networking Technician (CCENT) exam preparation. This course uses Cisco CCNA Discovery -Working at a Small-to-Medium Business or ISP curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course can help prepare students for the CCENT certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Network Engineering Technology I (Cisco)
Network Engineering Technology III (Cisco) – Honors LCHS

This course provides content for advanced networking engineering. Content includes networking in the Enterprise including infrastructure, switching, addressing, routing, WAN Links, filtering traffic, troubleshooting, design concepts, network requirements, identification of application impacts on network design, creating the design, prototyping, and preparing the proposal. This course is designed for networking students who are seeking their Cisco Certified Network Associate (CCNA) certificate. This course uses both CCNA Discovery -Introducing Routing and Switching in the Enterprise curriculum and CCNA Discovery -Designing and Supporting Computer Networks curriculum. These courses must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 TYPE: Honors
PREREQUISITE: Network Engineering Technology II (Cisco) – Honors

Computer Engineering Technology II Honors LCHS

This course includes advanced computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1 TYPE: Honors
PREREQUISITE: Computer Engineering and Technology I

Advanced Studies and Work-Based Learning

CTE Advanced Studies

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

CREDIT: 1 TYPE: Standard
CTE Apprenticeships
Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. These courses are appropriate for occupations that do not require a college degree, but require a high level of skill and knowledge.
CREDIT: 1 TYPE: Standard

Caterpillar Welding Apprenticeship
An application process will be used. The CCCC Welding course will be offered to selected juniors and seniors; students will also be employed as part of the Apprenticeship. Upon completion, successful students will have earned a Welding Certification from CCCC, Youth Apprenticeship Certification from the Department of Labor, and employment at Caterpillar.
COURSE NOTE: This course is a part of the Caterpillar Welding Apprenticeship program. Please see your counselor or Career Development Coordinator for more information.
CREDIT: 2 TYPE: Standard

CTE Internship
A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.
CREDIT: 1 TYPE: Standard
**Course Descriptions**

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

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

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

MUSIC EDUCATION
Music Theory I
Music Theory is a standard level course open to students who have prior vocal or instrumental experience in high school. This course is a survey of musical form, structure, notation, sight singing, and development as applied to practice in contemporary American music. Historical contributions of various cultures and geographic influences are important elements of this course. Student application is demonstrated through melodic and harmonic analysis. Performance evaluation is determined by written and performed example of musical techniques.
CREDIT: 1 TYPE: Standard

Music Theory II
Music Theory II builds on the basics taught in Music Theory I. It continues with harmonic analysis, composition, part writing and orchestration, and arranging. Advanced theoretical topics are covered with practical application to performance.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Music Theory I

AP Music Theory
This course is designed to focus on the fundamentals and foundations of music integrating advanced materials and skills. The study of diatonic harmony, musical styles and music listening skills will be emphasized with performance and practical applications as a primary goal. This course will also enhance and encourage students’ understanding of musical applications and terms with a specific emphasis on the theory of music. Students will be expected to be able to use critical thinking skills and to develop critical listening skills.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: Music Theory II recommended

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

Introduction to Band
This course is designed for students with little or no experience in the concert band setting, but wish to become involved with the instrumental program at the high school. Students will learn the necessary instrumental methods in line with the North Carolina Essential Standards in Music on a beginning concert band instrument to study technical, musical and literacy skills in the world of performing arts. Skills such as sight reading, instrumental performance, listening skills, music theory and basic abilities in playing will be acquired. Students will put on a concert at the end of the semester to celebrate the skills learned during the duration of the course. Only traditional concert band instruments will be offered in the families of woodwinds, brass and percussion. No guitar, keyboard or “rock” instrumentation will be offered. A fee for instrument rental may be required.
CREDIT: 1 TYPE: Standard
Marching Band
This class is REQUIRED for all members of the Marching Band. This includes all members of the horn line, drum line, color guard and drum majors. Emphasis will be placed on proper marching and performance techniques with class time spent on learning and rehearsing the drills and music needed.
CREDIT: 1 TYPE: Standard

Concert Band
This course is for students who have previous band experience but do not wish to take Marching Band. It is designed to develop each student’s technique so that they will be prepared to play in more advanced bands in the future.
CREDIT: 1 TYPE: Standard

Stage Band
This course includes the study and performance of music from the jazz and pop idiom on a more advanced level. This course may be taken for two semesters during the year.
CREDIT: 1

Wind Ensemble
This class will be composed of a select group of musicians. The music performed is on an advanced level (band grades IV, V, and VI).
CREDIT: 1 TYPE: Standard

MUSIC EDUCATION-ORCHESTRA
Orchestra Beginning
This course is an entry level-performing ensemble for the high school orchestra program. It offers a continuation of instrumental skills, individual musical development, musicianship, and performance techniques learned in the middle school orchestra program. Instrumental literature at levels I-IV that include changes in tempi, keys, and meters and represent diverse genres, styles, cultures and historical periods. Students develop skills in improvising, composing and arranging music as well as listening to, analyzing, and evaluating musical experiences. All scheduled activities are required including concerts, assemblies, festivals/contests, school-sponsored events, and community activities during the school day, evening or weekend.
CREDIT: 1 TYPE: Standard

Orchestra Intermediate
This course offers refinement of orchestral and musical skills for high school strings students who have developed and demonstrated appropriate instrumental practices and plays with increased technical accuracy and expression. Instruction on individual and group technique is offered for the violin, viola, cello, and string bass. This is a performance-oriented class with emphasis on music at levels II-IV that includes moderate technical demands, expanded ranges, and varied interpretive requirements. Students study and perform music of varied styles, cultures, and historical periods. Students develop skills in improvising, composing, and arranging music as well as listening to, analyzing and evaluating musical experiences. Attendance at scheduled daytime, evening, and weekend rehearsals, concerts and events is required.
CREDIT: 1 TYPE: Honors PREREQUISITE: Orchestra Beginning or instructor recommendation

Orchestra Proficient
This course further develops the performance skills of the orchestra student as an individual player and as a member of an ensemble. Orchestra Proficient is an intermediate to advanced performance-oriented class with emphasis on music at levels III-V requiring well-developed technical skills, attention to phrasing and interpretation and the ability to perform various meters and rhythms in a variety of keys. Students play with increased technical accuracy and expression and refine sight-reading and ear-training skills. An understanding of instrumental literature in relationship to history, culture, and other content areas is gained by studying and playing literature representing diverse genres, styles, and cultures. Activities may include daytime, evening and weekend participation. All scheduled activities are required.
CREDIT: 1 TYPE: Honors PREREQUISITE: Orchestra Intermediate or instructor recommendation
Orchestra Advanced
This course is an advanced performing ensemble for highly skilled and motivated high school orchestra students. This ensemble class will play difficult instrumental literature, which requires advanced technical and interpretive skill, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements. Refinement of orchestral techniques, instrumental pedagogy, music theory, music history, improvisation, composition, analysis and evaluation of musical experiences and ensemble skills are included in this class. Activities may include daytime, evening and weekend participation. All scheduled activities are required.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Orchestra Proficient or instructor recommendation

MUSIC EDUCATION - VOCAL MUSIC
Vocal Music Beginning
This course is open to all students interested in singing and musical performance. The course provides students with opportunities and to sing vocal literature which may include changes in tempi, keys, and meters and represent diverse genres, styles, historical periods, and cultures. The fundamentals of music, sight reading, vocal techniques, ensemble and performance techniques are included. Improvising, composing and arranging music and listening to, analyzing, and evaluating musical experiences are also features of the content of this course. Activities are required and may include evening and weekend performances. All concert rules apply.
CREDIT: 1 TYPE: Standard

Vocal Music Intermediate
This course is a continuation of the skills learned in Vocal Music Beginning and features music at Level III-IV, which includes moderate technical demands, expanded ranges, and varied interpretive requirements. Students should be able to sight-read and have a general understanding of music theory and notation. Music of various styles, cultures, and historical periods are included in the repertoire of choral literature studied and performed. Performance is an important component of this course and may include evening and weekend concerts. All scheduled performances are required and may include evening and weekend participation. All concert rules apply.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Vocal Music Beginning or instructor recommendation

Vocal Music Proficient
This course offers a performing ensemble for students displaying an intermediate to advanced level of vocal practices and a refined use of the voice as an instrument. Students refine their sight-reading and ear-training skills while building their knowledge of music theory and notation. Students study and perform moderately difficult music literature at levels IV -V that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys. Students develop an understanding of vocal literature in relationship to varied styles, history, cultures, and other content areas. Learning activities that build skills in improvising, composing, and arranging music are highlighted. Students also listen to, analyze, and evaluate musical performances. Performance is an important and required component of this course and may include evening and weekend participation. All concert rules apply.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Vocal Music Intermediate or instructor recommendation
Vocal Music Advanced
This course offers an advanced level vocal performance ensemble for students demonstrating advanced vocal practices and refined use of the voice as an instrument. Students develop an advanced ability to read vocal music and knowledge of music theory and notation. Students perform advanced choral literature at levels V-VI that requires advanced technical and interpretive skills, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements found in music of varied styles, cultures, and historical periods. Performance is an important and required component of this course and may require evening and weekend participation. All concert rules apply.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Vocal Music Proficient or instructor recommendation

THEATRE ARTS EDUCATION
Theatre Arts Beginning
This course is designed for the student who is interested in drama and stage work, both in performance and behind the scenes. Instruction will be given in speech production, play design, theatre history and the principles of stage craft. Students will participate in monologue, scene performance and self-directed work. Students will be involved in a public performance. After school involvement is required.
CREDIT: 1 TYPE: Standard

Theatre Arts Intermediate
Theatre Arts Intermediate builds on the material from Theatre Arts Beginning. Students will receive more in-depth lectures on theatre history while building their skills in character development, theatre interactions, play design and stage craft. Students will be involved in a public performance. After school involvement is required.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Theatre Arts Beginning or instructor recommendation

Theatre Arts Proficient
Emphasis in this class is placed on developing leadership roles in a variety of theatre activities. Students will develop their skills to an advanced level in all facets of the theatre. Students will be involved in a public performance. After school involvement is required.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Theatre Arts Intermediate or instructor recommendation

Theatre Arts Advanced
Emphasis in this class is placed on preparation for professional or collegiate work. Students will have an opportunity to explore independently the facets of drama that most interest them. Students will be involved in a public performance. After school involvement is required.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Theatre Arts Proficient or instructor recommendation

Theatre Arts Specialization Technical Theatre I
In this course, students will learn about the technical aspects of theatre work including lighting and sound plots, set design and construction, costuming, house and theatre management and play production. Activities will include a variety of hands on experience as well as extra “lab” hours. Students will be involved in a public performance. After school involvement is required.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Theatre Arts Beginning or instructor recommendation

VISUAL ARTS EDUCATION
Visual Arts Beginning
This course is the foundation of visual arts study. It is an introduction to the creation of visual art through drawing, painting, sculpture, and art history. Emphasis is on the development of visual art techniques and skill, incorporating the study and use of the Elements of Art and Principles of Design. Students will explore and learn the context of art in our world and will begin to develop methods to critique artwork. Students will create and develop personal sketchbooks as they explore techniques to build skill with pencil, clay, tempera paint, chalk pastel, watercolor paint, fiber arts and perspective drawing.
CREDIT: 1 TYPE: Standard
Visual Arts Intermediate
This course continues the development of artistic skill and introduces students to new media. Skills learned in Beginning Visual Arts are further developed and enhanced through the application of technique and process with chalk pastel, scratch art, oil pastel, copper foil embossing, clay tempera paint, paper cutting, watercolor paint, marker and collage. Emphasis is placed on critical thinking and the development of problem-solving skills, as well as the role of history in the development of visual arts. Students will begin to take a more personal approach to their art, as well as more in-depth critique and evaluation of their own artwork and the artwork of others. Students will continue their exploration of technique and development of skill in their sketchbooks as they prepare for their final projects with each medium.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Visual Art Beginning or instructor recommendation

Visual Arts Proficient
This advanced studio course offers continued exploration and skill building with an emphasis on refining technical skills and the exploration of personal style and individual creativity. Students will study and consider post high school options or application of their visual art interests, both academically and vocationally. Diversity of subject matter and media is encouraged. The processes of critiquing and evaluating works of art, examining art in historical and cultural contexts will be conducted and maintaining an artistic journal is required. Students will be required to create a digital portfolio of their work and exhibit a piece of their artwork at the Art Honors Night Exhibit at the end of the semester.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Visual Art Intermediate or instructor recommendation

Visual Arts Advanced
This course focuses on the development of the artist’s personal voice and aesthetic in creating art. The advanced student must be self-directed and actively take ownership of their portfolio. During the first quarter, students will explore a wide range of techniques, media and processes while engaging in personal and peer critiques which may be formal or informal, oral and written. During the second nine weeks, students may be required to create a series of their work demonstrating their proficiency in media of their choice. An emphasis on exploring the artist’s personal voice, craftsmanship, mastery of medium and examining conceptual concepts is expected. Reflection, journaling, creating a digital portfolio and a final artist’s statement may be required. The student will participate in showing their final work at the Art Honors Night student exhibit. This class will give the self-motivated art student the opportunity to experiment, explore and expand their knowledge and ability. This class will challenge the student’s creative potential, as well as provide a supportive environment for the pursuit of further opportunities in art.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Visual Arts Proficient or instructor recommendation

Drawing and Painting I
This course will develop students’ technical and compositional skills by using a wide range of drawing and painting media that may include, but are not limited to graphite pencil, colored pencil, charcoal, India ink, chalk pastel, oil pastel, marker, watercolor, tempera, and acrylic. The emphasis of the class will be both drawing from observation and composition studies, as well as developing their technical skill with a variety of media. Students will explore a variety of traditional and non-traditional subject matter such as still life, landscape, and portraits, including personal ideas, taste and styles. Students will develop skills to creatively solve design problems while communicating personal expressions in each artwork they create. Students will develop their compositional understanding by applying the Elements of Art and Principles of Design to their studies, drawings and paintings. A variety of artists will be studied as students discover how they are relevant in art history and to their own artwork.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Visual Arts Beginning
Drawing and Painting II
This studio art course continues the development and further refinement of skills necessary for sketching, drawing, and painting, with an emphasis on creative expression and more advanced critical thinking and problem solving. Students will continue to develop their compositional understanding of the Elements of Art and Principles of Design, while striving to communicate personal expression. A variety of artists and visual art time periods will be studied, as well the incorporation of both traditional and non-traditional subject matter, as students continue to discover how they are relevant in both art history and to the development of their own unique style. Media for this course may include, but is not limited to pencil, ink, charcoal, chalk pastel, marker, tempera paint, watercolor paint, oil pastel, colored pencil, acrylic and mixed media.

CREDIT: 1 TYPE: Standard
PREREQUISITE: Drawing and Painting I

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

CREDIT: 1 TYPE: Standard
PREREQUISITE: Visual Art Beginning or instructor recommendation

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

CREDIT: 1 TYPE: Standard
PREREQUISITE: Visual Arts Beginning or instructor recommendation

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

CREDIT: 1 TYPE: Standard
PREREQUISITE: Visual Art Ceramics Beginning or instructor recommendation

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

CREDIT: 1 TYPE: Honors
PREREQUISITE: Visual Art Ceramics Intermediate or instructor recommendation

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

CREDIT: 1 TYPE: Honors
PREREQUISITE: Visual Arts Ceramics Proficient or instructor recommendation

Lee County Schools Registration Guide as of 2/09/2015
AP Art History
This course involves critical thinking and is designed to develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. Students examine and critically analyze major forms of art expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender and the functions and effects of the works of art. This course may be offered depending upon sufficient enrollment and instructor availability.
CREDIT: 1  TYPE: Advanced Placement

AP Studio 2D Design
This is a portfolio based class for students who are seriously interested in the practical experience of 2D art. Students submit portfolios for evaluation at the end of the school year. The portfolios are reviewed by using rigorous standards developed by the College Board program and are reviewed by college, university and secondary art instructors. This course may be offered depending upon sufficient enrollment and instructor availability.
CREDIT: 1  TYPE: Advanced Placement

English Course Descriptions

English I
This course provides students with an introduction to the different genres of literature; focus is placed on literary terms and elements. Writing instruction focuses on mechanics, usage, and structure. Special emphasis focuses on the integration of reading, writing, speaking, listening, and viewing. Students may do a research project in this course.
CREDIT: 1  TYPE: Standard

English I Honors
This course provides challenges for the motivated student by concentrating on developing reading, writing, and critical thinking skills while focusing on literary types and appropriate oral and written responses. The importance of audience and purpose in communication is explored. The course provides a review of grammar, mechanics and usage as needed. Students may do a research project in this course.
CREDIT: 1  TYPE: Honors

English II
This course provides students with a study of world literature and emphasizes the use of composition to analyze and evaluate time and culture. Students edit their work for mechanical correctness, fluency, and structure. Students may do a research project in this course.
CREDIT: 1  TYPE: Standard
PREREQUISITE: English I or English I Honors

English II Honors
This course provides challenging written and oral response opportunities through an intensive study of world literature. Composition types, writing strategies and revision techniques are stressed. Frequent writing assignments are required. The course provides a review of grammar, mechanics, and usage as needed. Students may do a research project in this course.
CREDIT: 1  TYPE: Honors
PREREQUISITE: English II or English II Honors

English III
This course provides students with a study of American literature while improving reading and grammar skills, developing vocabulary and expanding effective writing strategies. Improvement of media center/research skills and competency in expository writing will be stressed. Students may do a research project in this course.
CREDIT: 1  TYPE: Standard
PREREQUISITE: English II or English II Honors

English III Honors
This course provides highly motivated students an intensive study of selected American Literature with appropriate oral and written responses. The course concentrates on the development of complex thought processes and critical, literary analysis. Frequent writing assignments are required. Students will conduct research in this course.
CREDIT: 1  TYPE: Honors
PREREQUISITE: English II or English II Honors
AP English - Language and Composition
The AP English Language and Composition course is a college curriculum composition course described by The College Board as “one of the most varied” in the AP course offerings. Students will read and respond to a wide variety of texts for the purpose of demonstrating rhetorical analysis, rhetorical writing, and critical thinking. Text selection is designed with the college course in mind, the primary goal being that students learn to respond across the college curriculum with confidence and effectiveness. This course satisfies the graduation requirement for English III.
CREDIT: 1  TYPE: Advanced Placement
PREREQUISITE: English II or English II Honors

English IV
This course provides a study of major British and western European works of literature as well as the history of the English language to its present form. Critical thinking skills with appropriate oral and written responses are developed. Oral communication and research/media center skills are refined. Students will conduct research in this course.
CREDIT: 1  TYPE: Standard
PREREQUISITE: English III or English III Honors

English IV Honors
This challenging course for highly motivated students provides an intensive study of British and western European Literature, past and present, in order to understand historical and contemporary issues. Critical thinking skills with appropriate oral and written responses are developed. Students will refine oral communication and research/media center skills as needed. Students will conduct research in this course.
CREDIT: 1  TYPE: Honors
PREREQUISITE: English III or English III Honors or English III AP - Language and Composition

AP English - Literature and Composition
This course engages students in the careful reading and critical analysis of imaginative literature from the 16th-21st centuries. Through the close reading of selected poetry, drama, and fiction, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. This course satisfies the graduation requirement for English IV.
CREDIT: 1  TYPE: Advanced Placement
PREREQUISITE: English III or English III Honors or English III AP - Language and Composition

Journalism I
In this course students are introduced to the fundamentals of newspaper and yearbook production. In the newspaper component, they learn the basics of news writing: interviewing techniques, editing and organizational strategies, and headline writing. In the yearbook component, they learn the basics of layout and design, including picture and copy placement.
CREDIT: 1  TYPE: Standard

Journalism II – Newspaper
In this course students produce the student newspaper. All students sell and service ad accounts, investigate and report news, and plan pages. In addition to extensive news writing, course content includes newspaper production and computer assisted layout and design. This course may be taken for two semesters. Students may earn one unit per semester.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Journalism I

Journalism II – Yearbook
This course is for publication staff members. Students are required to have a leadership position on the publication staff. Students plan a yearbook ladder, complete various spreads and assignments, copy edit, and complete a portfolio of work. They master advanced layout and design of desktop publishing, digital imagery, and photo placement.
CREDIT: 2  TYPE: Standard
PREREQUISITE: Journalism I
Journalism III - Newspaper
This course will focus on the development of the skills and abilities necessary to manage and operate a newspaper as a business with students working in managing editor roles. Students will learn to calculate production costs of a newspaper and to analyze sales and profit margins while acting in key leadership positions to insure the effective pursuit of quality oriented production results. Newspaper writing contributions will focus on column, feature, and or editorial submissions. Each student will design and produce one edition of a newspaper as a final project.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Journalism II – Newspaper

Journalism III - Yearbook
This course is for publication staff members. Students are required to have a leadership position on the publication staff. Students plan a yearbook ladder, complete various spreads and assignments, copy edit, and complete a portfolio of work. They master advanced layout and design of desktop publishing, digital imagery, and photo placement.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Journalism II – Yearbook

Journalism IV – Newspaper
This course is designed for students who are interested in exploring journalism as a profession. Students will design an independent study project in an area of their interest, conduct research during the entire semester, and submit an end-of-course product while at the same time producing editorials, columns, and feature stories for the newspaper. In order to further develop management skills, students will act as a board of directors for the newspaper staff.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Journalism III – Newspaper

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

Advanced Composition for the College Bound Student Honors
This course focuses on expository writings with emphasis on organization and application of ideas. Emphasis will be placed on solid paragraph development, proper mechanics, and grammar. Focus will be placed on the following writing strategies: narrative, descriptive, persuasive, reflective, compare/contrast, cause/effect, definition and literary analysis. Students will refine research and editing skills as they prepare a minimum of one written assignment each week. Technology, including computer-based research and MLA documentation, will be integrated throughout the semester.
CREDIT: 1 TYPE: Honors

African American Literature
This course is designed to give students insights into the history of African-American literature. Students will become acquainted with a variety of classic texts, writers, and themes that have fundamentally shaped the African-American literary tradition. The student will also recognize and appreciate contributions of selected authors through reading, speaking, and viewing selected works.
CREDIT: 1 TYPE: Standard

Contemporary Literature
This course is designed for students interested in exposure to more recent literary "greats". Students will study various pieces, such as Stephen King's The Green Mile, Iain Bank's The Crow Road, and Audrey Niffenegger's The Time Traveler's Wife, and relate the texts to modern society. While working individually and in small groups, students will complete research projects on the books and explore what newer texts should be added to the literary canon.
CREDIT: 1 TYPE: Standard
Creative Writing
This course focuses on writing short stories, poetry and personal expression in other forms as well. Students read exemplary composition models, discuss the skills and structures, and write, read, and critique their own poetry and prose. In addition, students submit entries to literary contests.
CREDIT: 1 TYPE: Standard
PREREQUISITE: English II or English II Honors is recommended

Film as Literature
Students will study film and other media as visual and auditory texts. Students will develop an understanding of the many dimensions (philosophical, ethical, and aesthetic) of the literature experience. Students will compare and contrast the written text with the visual text. Film as literature is an English elective with the aim of improving students’ critical thinking skills through analyzing various genres of film. By exploring social concepts, issues, and conflicts depicted in film, students will gain insight into their own character and surrounding environment. Students will be given both creative and critical writing assignments. Elements of grammar, punctuation, vocabulary and style will also be taught. Students will read classic and contemporary novels, short stories and plays, view the corresponding film, and utilize writing skills through critiques, analysis, response journals and compare/contrast essays.
CREDIT: 1 TYPE: Standard

Literary Publications
In this course students plan the theme, layout, and page design of literary publications. Attention is given to developing a business plan for meeting production costs.
CREDIT: 1 TYPE: Standard

Reading Competency
This course is designed to improve reading proficiency. Students who successfully complete this course will receive one unit of elective credit.
CREDIT: 1 TYPE: Standard

Science of Fiction
This course is a study of Science Fiction and the inventions of the Sci-Fi authors' work within the realm of scientific possibility based on contemporary scientific research. Specifically works and topics that will be covered will be Frankenstein and genetic engineering and organ farming; The Time Machine and the possibilities of time travel, as well as various multimedia contemporary works. The course will also explore how the writers of science fiction have influenced the development of technology that we know today.
CREDIT: 1 TYPE: Standard

Shakespeare
Students will enlarge and expand their knowledge of Shakespeare’s plays by studying selected histories, comedies, and tragedies. Students will learn about the classical origins of Shakespeare’s work, his influence on Western literature and culture, and relevant contemporary criticism of his dramas.
CREDIT: 1 TYPE: Honors
PREREQUISITE: English I or English I Honors

Southern Writers
A survey of nineteenth-century Southern writers is followed by detailed study of the major writers of the Southern Renaissance including William Faulkner, Thomas Wolfe, Robert Penn Warren, Eudora Welty, Flannery O’Conner, and Walker Percy. Major contemporary figures such as Maya Angelou as well as more recent young writers are also included. CREDIT: 1 TYPE: Standard
PREREQUISITE: English I or English I Honors
Speech/ Debate I
Speech is the coordination of mind, body, and voice to communicate ideas. In this course students prepare speeches, deliver them to the class audience, observe and comment on TV and radio personalities, and participate in class discussions. The course enables students to develop poise and effective techniques for various speaking situations. Students learn how to present informative, persuasive and entertaining speeches. As they study nonverbal communication, develop listening skills, and build self-confidence, they learn to reduce the stress involved in presenting ideas in an open forum. In this comfortable class setting, students are supported and encouraged to excel as they prepare and present speeches for the class audience.
CREDIT: 1 TYPE: Standard

Speech/Debate II
Students learn logical, emotional, and ethical methods of persuasion. The course emphasizes collection, organization, and presentation of material on current topics of interest. Teams present formal debates in preparation for interscholastic debating on the national high school topic.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Speech/Debate I

Structured Writing
Students will focus their writing on main idea, organization, support elaboration, style, and grammar, mechanics and usage. Students will work on expressive, narrative, descriptive, expository, and argumentative and persuasive writing.
CREDIT: 1 TYPE: Standard
PREREQUISITE: English I

Women in Literature
This course will analyze literature by and about women from the 1300’s through modern day. It focuses on women as characters within novels, short stories, poetry, etc., as well as those writings by women, even though there may be masculine, main characters. This course also explores feminist theory and how the lens of feminism can be used to interpret literature.
CREDIT: 1 TYPE: Standard

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

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

English as a Second Language I
This course is designed to assist students for whom English is not their native language. Students will focus on attaining skills in listening, speaking, reading and writing in English and the language related to high school content area subjects with an emphasis on speaking and listening. Enrollment in this course is by recommendation and demonstrated need only.
CREDIT: 1 TYPE: Standard
English as a Second Language II
This course is designed to assist students for whom English is not their native language. Students will focus on improving their skills in listening, speaking, reading and writing in English and the language related to high school content area subjects with an emphasis on reading and writing. Enrollment in this course is by recommendation and demonstrated need only.
CREDIT: 1  TYPE: Standard

Skills in Academic English - Humanities Focus
Through an interdisciplinary approach, this course is designed to assist students in learning and refining the academic language needed for success in humanities courses such as English language arts and social studies offered at the high school level. The class will focus on improving skills in listening, speaking, reading and writing in the humanities disciplines. Enrollment in this course is by recommendation and demonstrated need only.
CREDIT: 1  TYPE: Standard

Skills in Academic English - STEM Focus
Through an interdisciplinary approach, this course is designed to assist students in learning and refining the academic language needed for success in STEM courses such as science, technology and mathematics offered at the high school level. The class will focus on improving skills in listening, speaking, reading and writing in the STEM disciplines. Enrollment in this course is by recommendation and demonstrated need only.
CREDIT: 1  TYPE: Standard

Health and Physical Education

Course Description
Health and Physical Education
This course enables students to understand the anatomy and physiology of the body in such a way as to promote and encourage healthful living. Emergency action and health care, health and appearance in daily life, and decision making regarding lifetime health habits are also emphasized. The physical education program is designed to help each student become aware of the importance of physical fitness and activity in maintaining good health. Fitness and cardiovascular workouts will be incorporated in all classes. A curriculum of individual and team activities will help the student develop skills which promote good health through future recreational opportunities. Group sports may include football, basketball, soccer, volleyball, softball, and baseball. Individual sports may include Frisbee, ultimate games, badminton and tennis.
CREDIT: 1  TYPE: Standard

Advanced Physical Education - Sports
This course includes testing in physical fitness and instruction in tennis, badminton, flag football, volleyball, basketball, softball, floor hockey, and ultimate games. This course may not be taken for two semesters the same school year.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Health and Physical Education

Advanced Physical Education - Strength and Conditioning
This course emphasizes proper techniques in free weight training skills. It targets muscular development, strength, flexibility and cardiovascular endurance. It includes weekly timed runs and use of nautilus equipment, power bands and aerobics.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Health and Physical Education

Advanced Physical Education – Total Fitness/Aerobics
This course emphasizes proper techniques in Nautilus weight training skills, improvement in muscular development and strength, muscular flexibility, and cardiovascular endurance. This course includes aerobic instruction, weekly timed runs, and use of auxiliary equipment such as Dyna-Bands, Power Bands, and free weights.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Health and Physical Education
Physical Education Pupil Instructor I
This course is designed for 11th and 12th grade students interested in serving as physical education assistants to elementary teachers. Special training will be given to each student prior to working in the schools in the area of elementary physical education. This is an excellent course for students having an interest in teaching and working with younger students. Students may not take Physical Education Pupil Instructor I and II during the same school year.
COURSE NOTE: Student and parent must sign two PEPI intent (rec.) forms which may be obtained from and returned to the P.E. department chair; 2.5 GPA.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Health and Physical Education

Physical Education Pupil Instructor II
Students will continue to practice skills introduced in Physical Education Pupil Instructor I. Students will assume greater leadership roles in planning lessons and in working with first year students.
COURSE NOTE: Student and parent must sign two PEPI intent (rec.) forms which may be obtained from and returned to the P.E. department chair; 2.5 GPA.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Physical Education Pupil Instructor I

Sports Medicine II
This course is a more in-depth study of the topics covered in Introduction to Sports Medicine and includes a variety of classroom and hands-on activities. After school observation hours are required.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Sports Medicine I/Athletic Trainer

JROTC Course Descriptions

Leadership Education Training I JROTC
This course is designed to develop leadership potential in students. A military format is used to provide the students the learning experience of working individually and in teams toward common goals. This is done through both classroom and outdoor activities, which provide for academic study and practical application. The course also emphasizes developing teamwork and personal motivation to become a better student and a better citizen. The course is student oriented and driven and includes leadership, unit drill, citizenship, oral speaking skills, physical fitness, organization of Department of Defense, and community service. Other topics covered include problem solving, study skills, goal setting, and adventure training activities. These activities are designed to enhance the student’s overall performance, self-confidence and ability to work closely with others. JROTC extracurricular activities, Rifle Team, Color Guard, Drill Team, Raider Team and Honor Guard are open to all students to support the instructional goals of the course. Various field trips will be offered for students during the semester.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Health and Physical Education
Leadership Education Training I Part 2 JROTC
A military format is used to provide students the learning experience of working individually and in teams toward common goals. This is done through both classroom and outdoor activities, which provide for academic study and practical application. The course also emphasizes developing teamwork and personal motivation to become a better student and a better citizen. Instruction is student oriented and driven and includes leadership, unit drill, citizenship, personal growth skills, physical fitness, health and drug awareness, geography, map reading and community service. Other topics covered include problem solving, conflict resolution, goal setting, and adventure training activities. These activities are designed to enhance the student’s overall performance, self-confidence and ability to work closely with others. JROTC extracurricular activities, Rifle Team, Color Guard, Drill Team, Raider Team and Honor Guard are open to all students to support the instructional goals of the course. Various field trips will be offered for students during the semester.

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

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

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

Leadership Education Training III JROTC
This course emphasizes the practice of leadership in the classroom and during outdoor activities and drill. Students will be responsible for presentation of instruction and assisting the staff in the classroom as well as during other activities. They will have opportunities to lead larger groups of cadets in training and activities and will be responsible to provide guidance, motivation and supervision for their assigned units. Students will study concepts and challenges of leadership and motivation, negotiating and performance measurement, diversity, problem solving, written and oral communication skills, conflict resolution and violence prevention. They will begin career planning for jobs and higher-level education after high school. They will also participate in outdoor activities such as orienteering, physical fitness, and adventure training as instructors and leaders.

CREDIT: 1 TYPE: Standard
PREREQUISITE: Leadership Education Training II JROTC
Leadership Education Training III—Part 2 JROTC
Students will be assigned to units and duty positions based on experience and potential in order to develop individually and as a team. Students will assist in presenting instruction in the classroom and outdoors. They will study leadership, staff action and planning, career exploration, college preparation, goal setting and making choices, financial planning, budgeting, ethics and citizenship. They will also participate in outdoor activities such as orienteering, physical fitness, and adventure training as instructors and leaders.

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

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

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

Mathematics Course Descriptions

Foundations of Math I
This course includes a review of fundamental arithmetic and numerous hands on activities. The course covers topics in the language of Math I, properties and operations of real numbers, linear equations with one and two variables, inequalities, ratios, proportions, percentages, graphing relations, and functions that include polynomials, radicals, and geometric properties. The course will also place emphasis on skill development in order to prepare the student for the next level of mathematics. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems.

CREDIT: 1 TYPE: Standard

Math I
This course covers the language of Math I operations with real numbers, ratios, proportions, percent and polynomials, solving equations and inequalities with one variable. The course also explores more advanced topics such as relations and functions, graphing linear and non-linear equations and inequalities, and geometric properties. Students are encouraged to apply mathematical skills to practical problems and to use graphic, numeric, algebraic, geometric, and verbal representations to solve problems. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems.

CREDIT: 1 TYPE: Standard
Foundations of Math II
This course reviews the necessary prerequisite skills to be successful in Math II and begin working on the Math II curriculum. Students increase their knowledge about creating equations, reasoning with equations and inequalities, and interpreting functions. The second half of the foundations course begins exploring congruence in geometric figures.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Math I

Math II
This course is designed to advance students' understanding of mathematics along interwoven strands of algebra and functions, statistics and probability, and geometry and trigonometry. Emphasis is placed on application of the mathematical concepts as well as the understanding of the mathematics with respect to the context of a problem. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Math I

Math II Honors
This course takes all of the elements of Math II and adds depth, rigor and enrichment to offer the honor students a more challenging curriculum. This course places emphasis upon integration of algebra and functions, statistics and probability, and geometry and trigonometry. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Math I or Math I Honors

Foundations of Math III
This course reviews the necessary prerequisite skills to be successful in the Math III curriculum. Students increase their knowledge about seeing structure in expressions, reasoning with equations and inequalities, building functions and exploring linear, quadratic and exponential models. The second half of the course begins interpreting categorical and quantitative data as well as exploring congruence and proofs.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Math II

Math III
This course continues with the standards established in Math I and II. In addition, it extends the study of number systems to include complex numbers. This course also extends the study of functions to include inverse functions and trigonometric functions with the unit circle. Math III also includes geometric concepts of conics and circle.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Math II

Math III Honors
This course continues with the standards established in Math I and II. In addition, it extends the study of number systems to include complex numbers. This course also extends the study of functions to include inverse functions and trigonometric functions with the unit circle. Math III also includes geometric concepts of conics and circle. Depth, rigor and enrichment are added at the honors level to provide a more challenging curriculum. The course will include the use of higher level thinking skills, logic, problem solving and further enrichment. This course places emphasis upon integration of algebra and functions, statistics and probability, and geometry and trigonometry. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Math II or Math II Honors
AMTEM-Mindset
Advanced Mathematics Using Technology and Engineering Models
The intent of this course is to reinforce standard mathematics concepts using math-based decision-making tools from Operations Research (OR) and Industrial Engineering (IE). The curriculum is presented to high school students as a series of real-world problems with the purpose of making the underlying mathematics more relevant to them. The goal of the course is to improve students’ mathematical abilities and attitudes by building on skills learned in Math III in relatable problem contexts. This course is recommended for Academy Students.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Math III or Math III Honors

Discrete Mathematics
The aims of this course are to develop skills in the areas of mathematical reasoning, communication, problem solving, and modeling. Topics to be covered include basic statistics, sampling, probability, fair division, election theory, sequence/series applications, and matrix operations.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Math III

Advanced Functions and Modeling
This course provides students an in-depth study of modeling and applying linear, polynomial, exponential, trigonometric, power, and logarithmic functions. Real world data will be analyzed and both theoretical and experimental probability will be used to model and solve problems. Appropriate technology will be used regularly for instruction and assessment.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Math III

Advanced Functions and Modeling Honors
Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Students will analyze data and apply probability concepts, use logarithmic functions, piece-wise defined functions, power functions, trigonometric functions, and recursively-defined functions to model and solve problems. The honors level course is more challenging than standard courses and provides multiple opportunities for students to take greater responsibility for their learning. Honors Advanced Functions and Modeling provides opportunities for problem seeking and problem solving including long-term projects or problem-based assignments in which students directly apply mathematics at a more complex level. This course is designed for students planning to continue with Precalculus and AP calculus.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Math III or Math III Honors

Precalculus Honors
The primary objective of Precalculus is to prepare the students for AP Calculus, or college level Calculus. The course is designed to develop advanced problem solving skills that involve all levels of mathematics including trigonometry. Emphasis is placed on the study and application of functions and their graphs with extensive use of graphing calculators. These students will also be expected to apply advanced mathematical concepts without the use of a calculator. Polynomial, logarithmic, exponential, and trigonometric functions will be studied extensively, as well as applied to real world situations.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Math III or Math III Honors
AP Calculus AB
This course is designed to introduce a college bound student to entry level Calculus at the university level. Topics include limits, differentiation, integration, trigonometry, as well as relevant applications of such topics. The students will be challenged to know and apply knowledge and skills learned in their previous mathematics courses. Therefore, it is necessary to have not just a working knowledge of mathematics, but a strong foundation in order to successfully complete the course. Students will be expected to answer and solve problems with and without the use of a calculator as well as be able to solve free response problems. Students will have the opportunity to gain college credit based on their performance on the Advanced Placement test which is given in the spring.
CREDIT: 1  TYPE: Advanced Placement
PREREQUISITE: Honors Precalculus Recommended

AP Calculus BC
In this course, topics that were learned in Calculus AB, such as limits, differentiation and integration will continue to be applied. Additional topics include Parametric equations, polar equations, integration by parts, Euler’s method, integration by trigonometric substitution, as well as evaluating the result of a series using various methods. Students will have the opportunity to gain college credit for the class by taking the AP exam which is given in the spring.
CREDIT: 1  TYPE: Advanced Placement
PREREQUISITE: AP Calculus AB

AP Statistics
This course will introduce the college bound student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four major themes: Organizing Data, Producing Data, Probability, and Inference. Students will be expected to understand the language of statistics as well as apply appropriate statistical models to a problem situation. Students will be expected to answer and solve problems with the use of a calculator as well as be able to solve free response problems. Students will also have the opportunity to gain college credit based on their performance on the Advanced Placement test which is given in the spring.
CREDIT: 1  TYPE: Advanced Placement
PREREQUISITE: Precalculus Honors or Math III Honors

Miscellaneous Course Descriptions
ACT Preparation  SAT Preparation
These courses are designed to help students learn effective skills in test-taking, reading, math thinking and logic, and studying. They include study skills, reading comprehension skill building, speed reading, test-taking strategies, test anxiety reduction, vocabulary enrichment, logic and practice test taking. Students may receive one unit of elective credit for each course.
CREDIT: 1  TYPE: Standard

AP Seminar
This is a course developed to help students review for the AP Exam.
CREDIT: 1  TYPE: Standard
High School Seminar
High School Seminar is a course designed to help students succeed in their current and future educational and occupational endeavors. The major emphasis of this course is to provide students with knowledge and skills essential in academic environments and the workplace. The course will help students understand high school graduation requirements, career pathways, and options for higher education. This course will provide students with surveys to better assess their aptitudes, interests as they relate to school, and career and personal life goals. Financial Literacy will be introduced by using the Financial Peace curriculum by Dave Ramsey. Guest Speakers may visit the classroom to share their knowledge on Leadership, Banking, Interview Skills and other relevant topics. Students will learn about Community Service by actually performing community service and developing their own Community Service Project. By focusing on social needs and/or community problems, students will be encouraged to become problem solvers – to propose solutions and act responsibly to create better situations for themselves and their community.
CREDIT: 1  TYPE: Honors

Peer Tutoring
Peer Tutoring is open to 11th and 12th grade students. Peer tutors are assigned to an individual classroom to be available to help other students in that classroom. Peer tutors must be proficient in the subject matter of the class to which they are assigned, and should be self-motivated and able to follow directions from the teacher. Peer tutors must have good attendance and mature judgment. An application is required. Students should see their counselor for additional information.
CREDIT: 1  TYPE: Standard

Teacher Cadets I
This course is designed to introduce students to the profession of education. Students focus upon the nature of the K-12 learner, including exceptional children; the process and methods of teaching; the nature of schools and schooling; and issues regarding the transformation of education. Students will be observing other classes and participating in Internships where the student assists the teacher with day to day activities such as creating and teaching a lesson plan. An application is required. Students should see their counselor for additional information.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Minimum GPA 3.0 recommended; Enrolled in College Preparatory Program

Teacher Cadets II
The course is offered to those students who have successfully completed Teacher Cadet I. Cadets will stay abreast of educational issues through current articles in professional journals and newspapers, internet information, relevant books, videos, broadcasts, in-class activities, and guest speakers. The various methods of teaching will be discussed and explored. The physical, social, personal and moral development of K-12 students will be examined. Further observation and the culminating field experience in the grade level or subject of the Cadet’s choice will help the student determine if a career in education is for him/her. An application is required. Students should see their counselor for additional information.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Teacher Cadets I, Minimum GPA 3.0 recommended

Occupational Course of Study
The Occupational Course of Study (OCS), which focuses on functional skills and workplace management, is one of two graduation pathways that lead to a North Carolina diploma. The OCS pathway is intended for students with an Individual Education Plan (IEP) that have been identified as exceptional education students according to North Carolina policies and procedures. A recommendation to follow the OCS pathway may be made by a student’s IEP team if it is found to be most applicable upon review of the student’s post-school transition needs and goals. The student and parent/guardian make the final decision to follow the OCS. For more information, please contact the guidance department or the IEP Team Chair. Additional information pertaining to the OCS graduation requirements can be found on page 5.
Science Course Descriptions

Earth/Environmental Science
This course is designed for students with moderate interests and abilities in science. Students are expected to recognize, apply, and evaluate scientific knowledge and principles as they relate to the understanding of Earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth's system. This course fulfills the Environmental Science requirement for graduation.
CREDIT: 1 TYPE: Standard

Earth/Environmental Science–Honors
This course is designed for students with advanced interests and abilities in science. Students performing at this level are expected to recognize, apply, evaluate, adapt, and formulate scientific knowledge and principles, and complete very rigorous and detailed assignments including verbal presentations, and thorough written assignments incorporating and describing results of independent research. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the Earth's systems. This course fulfills the Environmental Science requirement for graduation.
CREDIT: 1 TYPE: Honors

Advanced Placement Environmental Science
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies associated with the understanding of the relationships found in the natural world. Students will identify, analyze, and evaluate both natural and human-made environmental problems along with proposed solutions and prevention strategies. Topics include science as a process, energy conversions, interconnected systems, human impacts on the natural world, environmental problems as a result of cultural and social influences, and management of resources through sustainable practices.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: Biology I Honors or AP Biology; Chemistry Recommended

Biology I
Topics include scientific inquiry, energy, genetics, and cellular basis of life, ecology and the diversity of life. This course has a state End of Course exam that counts 20% of the final grade.
CREDIT: 1 TYPE: Standard

Biology I Honors
This course follows the same curriculum as Biology, but topics will be studied in greater depth. Students will engage in advanced studies of biological concepts and complete student projects. This course has a state EOC exam that counts 20% of the grade.
CREDIT: 1 TYPE: Honors

Biology II Honors
This course focuses on concepts built in Biology I, with increased depth and understanding of the biological concepts. Topics include cellular biology, biochemistry, biotechnology, genetics and microbiology. It emphasizes laboratory-centered activities, research and advanced laboratory techniques.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Biology I or Biology I Honors

Advanced Placement Biology
The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course. AP Biology aims to provide students with the conceptual framework, factual knowledge, and the analytic skills to deal critically with the rapidly changing science of biology. Topics explored are molecular and cellular biology, genetics, evolution, diversity of plants and animals, human physiology and ecology.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: Biology I Honors or Biology I
Physical Science
This course curriculum focuses on the composition and behavior of matter. Students will gain an understanding of chemistry principles including structure and properties of matter. In addition, students will investigate physics concepts including force, motion, energy and its conservation, electricity, and magnetism. Students are expected to apply the scientific method in inquiry-based activities to facilitate their understanding of the fundamental concepts of physical science. This course fulfills the physical science requirement for graduation.
CREDIT: 1  TYPE: Standard

Chemistry I
In chemistry, students will investigate the structure and properties of matter, organization of the periodic table, chemical reactions, conservation of energy and matter, and the interaction of energy and matter. The focus of activities and laboratory investigations is to reinforce the basic chemical concepts. This course fulfills the physical science requirement for graduation.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Math II or Math II Honors

Chemistry I–Honors
Honors chemistry is intended for students who have strong interests and abilities in science and math. The curriculum follows the same standard course of study as Chemistry I, but includes additional advanced mathematical and conceptual topics. This course fulfills the physical science requirement for graduation.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Math II or Math II Honors

Chemistry II Honors
This is a continuation of Chemistry I Honors, covering topics in greater detail and depth. Topics include the Periodic Table, elements and compounds, chemical reactions, stoichiometry, states of matter, thermochemistry, electrochemistry and equilibrium. This course will include an exploration of lab techniques and procedures relevant to an introductory College Chemistry class.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Chemistry I or Chemistry I Honors

Advanced Placement Chemistry
AP Chemistry is designed to be the equivalent of a college-level introductory chemistry course. The activities and laboratory investigations build on concepts introduced in Chemistry, including stoichiometry, chemical equilibrium, acid-base reactions, thermochemistry, oxidation-reduction reactions, chemical kinetics, solution properties, and precipitation reactions.
CREDIT: 1  TYPE: Advanced Placement
PREREQUISITE: Chemistry I or Chemistry I Honors

Physics
Physics is a laboratory course that uses scientific inquiry to investigate nature. Topics include kinematics, Newton’s Laws, impulse and momentum, conservation of energy, waves, charges and DC Circuits. Students will design, construct and conduct experiments that will lead to a conceptual and a mathematical understanding of each concept.
CREDIT: 1  TYPE: Standard
PREREQUISITE: Math III or Math III Honors

Physics Honors
Physics Honors is a laboratory course that uses scientific inquiry to investigate and analyze nature. Topics include kinematics, Newton’s Laws, impulse and momentum, conservation of energy, waves, charges and DC Circuits, and magnetism. Students will design, construct and conduct experiments that will lead to a conceptual and a mathematical understanding of each concept. This course will cover topics in more depth and breadth than standard Physics. More scientific writing will be required.
CREDIT: 1  TYPE: Honors
PREREQUISITE: Math III or Math III Honors

Chemistry I recommended
Advanced Placement Physics I
Content areas included in AP Physics 1 are the study of motion and forces, energy and momentum, rotational dynamics, gravitation, oscillations and waves. The course focuses on developing conceptual understanding and problem-solving and laboratory skills. There is a hands-on laboratory component that emphasizes methods of measurement, analysis, and modeling.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE or COREQUISITE: Precalculus Honors or Physics Honors recommended

Advanced Placement Physics II
Content areas included in AP Physics II are electricity and magnetism, and modern physics. AP Physics II has its own AP exam separate from AP Physics I.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: AP Physics I with a grade of B or higher

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

Anatomy and Physiology
This course is designed to meet the needs of students pursuing a medical career. Study will focus on an overview of human body organ systems with an emphasis on anatomy and their interactions. Dissection is required.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Biology I

Anatomy and Physiology – Honors
This course is designed to meet the needs of students pursuing a medical career. The curriculum will focus on the regulatory mechanisms involved in the interactions of all organ systems with major emphasis on the physiology/chemistry involved. Extensive dissection is required.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Biology I Honors or Biology I

Astronomy
This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets and meteors.
CREDIT: 1 TYPE: Standard

Ecology
Ecology is a laboratory science course that enables students to develop an understanding of the natural and man-made environment and the environmental problems the world faces. Students explore ecological concepts through an inquiry approach. Embedded standards for inquiry, technology and engineering are taught in the context of the content standards for individuals, populations, communities, biomes, humans and sustainability.
CREDIT: 1 TYPE: Standard

Geology
This course is designed to take an in-depth, process oriented approach to the study of the earth from its origin to the present with implications for the future. Topics will include geophysical processes, rocks and minerals, plate tectonics, historical geology and Astro-geology.
CREDIT: 1 TYPE: Standard

Marine Science
Marine Science is a course for the serious student to pursue in-depth study of both fresh water and salt water environments. The topics surveyed include the geologic aspects, animal life, plant life, and resources related to both environments. Field studies are planned.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Biology I or Biology I Honors

Photography in Science
This course is designed to develop and improve the overall photographic and observational skills of novice and intermediate level photographers. Students will learn to use digital cameras to capture and manipulate images of animals, plants and landscape effectively. The use of scanners and photo microscopy will be employed to expand each student’s view of nature. Field trips for shooting pictures and viewing photographic exhibits will add to the educational experience of the participants.
CREDIT: 1 TYPE: Standard
Zoology
This course allows students with a strong interest in animals to explore both vertebrates and invertebrates. Topics include cells, phylogeny, evolution, physiological organization, embryology and ecology. Careers and biotechnology available in Zoology will be explored. Dissections and field studies are components of the course.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Biology I or Biology I Honors

Zoology Honors
This honors level class will go into more depth and detail of topics covered in the standard Zoology course. Students must possess a strong interest in studying vertebrates and invertebrates. Topics include cellular biology, phylogeny, evolution, physiological organization, embryology and ecology. Careers and biotechnology opportunities in Zoology will be explored. Dissection, field studies and a student research project are required.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Biology I or Biology I Honors

Social Studies Course Descriptions

World History
This is a survey course of human history from prehistory to 21st century conflicts and interconnectivity. Students will develop an understanding for various areas of the world and its history. Students will be expected to use critical thinking skills in activities, projects, reading, and writing assignments.
CREDIT: 1 TYPE: Standard

World History – Honors
This is a faster paced survey course of human history from prehistory to 21st century conflicts and interconnectivity than World History. Students will develop an understanding for various areas of the world and its history. Students will be expected to use higher thinking skills in activities, projects, readings, and writing assignments. Art, literature, music, philosophy, and current political thought will be included in this course.
CREDIT: 1 TYPE: Honors

Advanced Placement World History
This course provides an analytical and historical study of events and trends in World History. The class will begin with an overview of the ancient world and end with the 21st century. This course is designed to develop student’s critical thinking skills and historical understanding. This course uses a college-level textbook/readers and is taught using methods that prepare the students to take the College Board Advanced Placement Exam. A pre-assignment may be given prior to the course.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: World History or World History Honors is recommended. A B or higher average in honors social studies classes is recommended

American History: The Founding Principles, Civics, and Economics
This course focuses on the development of economic and political skills needed to become responsible citizens in an interdependent world. The course is organized to foster a practical understanding of the U.S. economic, legal and political systems. The course is designed to enhance the student’s understanding of the main principles of the United States Constitution as well as the foundations found in the American economic system including personal finances.
CREDIT: 1 TYPE: Standard

American History: The Founding Principles, Civics, and Economics Honors
This is course provides a more rigorous examination of American economic and governmental systems. The focus of the course is on the development of economic and political skills needed to become responsible citizens in an interdependent world. The course is organized to foster a practical understanding of the U.S. economic, legal and political systems. The focus is on the facilitation of the student’s understanding of the main principles of the United States Constitution as well as the foundations found in the American economic system including personal finances. Students will be expected to use critical thinking skills at a higher level in activities, projects, readings, and writing assignments.
CREDIT: 1 TYPE: Honors
American History I
The study of American History I is a continuation of the American History: The Founding Principles, Civics, and Economics curriculum. This course begins with the national period and the administration of George Washington. Throughout the competency goals, there will be some overlap of time periods to address the complexity of the issues and events. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

CREDIT: 1  TYPE: Standard
PREREQUISITE: American History: The Founding Principles, Civics, and Economics

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

CREDIT: 1  TYPE: Honors
PREREQUISITE: American History: The Founding Principles, Civics, and Economics

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

CREDIT: 1  TYPE: Standard
PREREQUISITE: American History I

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

CREDIT: 1  TYPE: Honors
PREREQUISITE: American History I or American History I Honors
Advanced Placement - United States History
This course provides an analytical and historical study of the United States by examining the major trends and events spanning from European Explorations (1400s) thru Present (2000s). Students will develop an understanding of cause-and-effect relationships between past and present events as well as recognize patterns of interactions in history. The course will focus on facilitating students to understand the impact of events on the United States in an interconnected world. The course will enhance the student’s understanding of the origins, development, and founding principles of the United States. This course uses a college-level textbook/readers and is taught using methods that prepare the students to take the College Board Advanced Placement Exam. AP US History is designed to challenge students in literacy and history.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: American History: The Founding Principles, Civics, and Economics. A B or higher average in honors social studies classes is recommended.

Advanced Placement European History
This course provides an analytical and historical study of European History from the Renaissance to the present day. This course is designed to develop the student’s critical thinking skills and historical understanding. This course uses a college-level textbook/readers and is taught using methods that prepare the students to take the College Board Advanced Placement Exam. A pre-assignment may be given prior to the course.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: AP US History or American History II-Honors. A B or higher average in honors social studies classes is recommended.

Advanced Placement US Government and Politics
This course provides an in-depth coverage of concepts that create the structure of American Government as well as an overview of politics and ideology. The course is designed to prepare students to take the College Board’s Advanced Placement Exam. Units will focus on the origins and foundations of democracy, theories of government, the Constitution, public policy, institutions of U. S. Government, Political Ideologies, Civil Liberties, Civil Rights, and the democratic process and elections. This course uses a college-level text. Students may also answer Free Response Questions on a regular basis in preparation for the writing portion of the AP Exam;
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: American History II Honors or AP US History. A B or higher average in honors social studies classes is recommended.

Economics - Honors
The majority of this course is based on a real-world simulation. Students will be creating budgets, handling financial matters, and practicing principles of roles in society. A study of economic theory will be applied when students participate in a stock market project, mock marriages, and tax programs. This course is based on student inquiry and helps individuals learn responsibilities in economic and social matters that may be faced in the future.
CREDIT: 1 TYPE: Honors

Psychology
This course is designed to introduce and challenge students to the systematic study of human development, behavior, learning, theories of motivation and personality. Students will focus on the exploration of thinking, learning, and creating. Units will include drug/alcohol abuse, stress management, personalities, emotions, and peer influence. Many activities related to the topics of psychology will help students improve their human relations skills. This course will include simulations, experiments, class discussions, and projects.
CREDIT: 1 TYPE: Standard
Advanced Placement Psychology
This course is designed to introduce and challenge students to the systematic study of human development, behavior, learning, theories of motivation and personality. Students will be exposed to dreams, categories of psychoactive drugs, the brain, the senses, abnormal psychology, and the history of psychology. This course uses a college-level textbook/readers and is taught using methods that prepare the students to take the College Board Advanced Placement Exam.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: An 85 or higher average in honors social studies classes is recommended

World Humanities
This course offers a study on how people throughout history have experienced life. Studies of history, philosophy, literature, religion, art, music, and language will all be incorporated for students to learn ideas and values inherent in the human journey. This course will begin with the ancient cultures of the Mediterranean and end with the 21st century. Students will be required to use historical thinking skills.
CREDIT: 1 TYPE: Standard

American Humanities
This course offers a study on how people throughout history have experienced life. Studies of American history, philosophy, literature, religion, art, music, and language will all be incorporated for students to learn ideas and values inherent in the human journey. Students will be required to use historical thinking skills.
CREDIT: 1 TYPE: Standard

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

French II
French II is designed to continue to introduce the student to basic vocabulary, language structures, and culture. The communicative skills of listening, speaking, reading and writing are emphasized in the Interpersonal, Interpretive, and Presentational modes. This course is conducted in the target language. The student should exit Level II study at the Novice-High proficiency level.
CREDIT: 1 TYPE: Standard
PREREQUISITE: French I or evidence of an equivalent level of proficiency gained from another source.

French III Honors
French III is designed to further the study of more advanced vocabulary, language structures, and continue the study of culture. Reading, writing, speaking and listening are emphasized in the Interpersonal, Interpretive, and Presentational modes. The course is conducted in the target language. Students should exit Level III study at the Intermediate-Low proficiency level.
CREDIT: 1 TYPE: Honors
PREREQUISITE: French II or evidence of an equivalent level of proficiency gained from another source. A strong B or higher average in French courses is recommended.

French IV Honors
French IV is designed to further the study of more advanced vocabulary and language structures as well as to continue the study of culture. The communicative skills of listening, speaking, reading, and writing are emphasized in the Interpersonal, Interpretive, and Presentational modes. This course is conducted in the target language. Students should exit Level IV study at the Intermediate-Mid proficiency level.
CREDIT: 1 TYPE: Honors
PREREQUISITE: French III or evidence of an equivalent level of proficiency gained from another source is required. A strong B or higher average in French courses is recommended.
Advanced Placement French – Language and Culture
Advanced Placement French emphasizes the use of language for active communication, advanced vocabulary and continues the study of culture. Reading, writing, listening, and speaking are emphasized in the Interpersonal, Interpretive and Presentational modes. This course is conducted in the target language.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: French III Honors. A strong B or higher average in French courses is recommended.

Spanish I
Spanish I introduces the student to basic vocabulary, language structures, and culture. Listening, speaking, reading and writing are emphasized in the Interpersonal, Interpretive and Presentational modes. The student should exit Level I study at the Novice-Mid proficiency level.
CREDIT: 1 TYPE: Standard

Spanish II
Spanish II continues instruction in basic vocabulary, language structures and culture. Listening, speaking, reading and writing are emphasized in the Interpersonal, Interpretive, and Presentational modes. The student should exit Level II study at the Novice-High proficiency level.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Spanish I or evidence of an equivalent level of proficiency gained from another source.

Spanish III Honors
Spanish III Honors is designed to further the study of more advanced vocabulary, language structures, and continue the study of culture. Reading, writing, speaking and listening are emphasized in the Interpersonal, Interpretive, and Presentational modes. The course is conducted in the target language. Students should exit Level III study at the Intermediate-Low proficiency level.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Spanish II or evidence of an equivalent level of proficiency gained from another source. A strong B or higher average in Spanish courses is recommended.

Spanish IV Honors
Spanish IV is designed to further the study of more advanced vocabulary and language structures as well as to continue the study of culture. The communicative skills of listening, speaking, reading, and writing are emphasized in the Interpersonal, Interpretive, and Presentational modes. This course is conducted in the target language. Students should exit Level IV study at the Intermediate-Mid proficiency level.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Spanish III or evidence of an equivalent level of proficiency gained from another source. A strong B or higher average in Spanish courses is recommended.

Advanced Placement Spanish-Language and Culture
This course emphasizes the use of language for active communication, advanced vocabulary and continues the study of culture. Reading, writing, listening, and speaking are emphasized in the Interpersonal, Interpretive and Presentational modes. This course is conducted in the target language.
CREDIT: 1 TYPE: Advanced Placement
PREREQUISITE: Spanish III or an equivalent level of proficiency gained from another source. A strong B or higher average in Spanish courses is recommended.

Spanish for Native Speakers I
Native speakers will learn to read, write, spell, and use correct grammar in Spanish. Students will learn to write effectively in Spanish, using correct grammar and spelling, as well as interpret and translate a variety of materials.
CREDIT: 1 TYPE: Standard
PREREQUISITE: Students must be native speakers of Spanish.

Spanish for Native Speakers II Honors
Students will study history, literature, economics, etc. of various Spanish speaking countries. Students will critically analyze a text, write poetry, or acquire information useful to language related careers such as translation, court, medical interpretation, etc.
CREDIT: 1 TYPE: Honors
PREREQUISITE: Spanish for Native Speakers I
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